

HowardCo_CalvinBall_FAV_SB1000

Uploaded by: Ball, Calvin

Position: FAV



HOWARD COUNTY OFFICE OF COUNTY EXECUTIVE

3430 Courthouse Drive ■ Ellicott City, Maryland 21043 ■ 410-313-2013 Voice/Relay

Calvin Ball
Howard County Executive
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February 17, 2020

Senator Paul G. Pinsky, Chair
Education, Health and Environmental Affairs
Miller Senate Office Building, 2 West
11 Bladen Street
Annapolis, MD 21401

Delegate Maggie McIntosh, Chair
Appropriations Committee
House Office Building, 121
6 Bladen Street
Annapolis, MD 21401

Senator Guy Guzzone, Chair
Budget and Taxation Committee
Miller Senate Office Building, 3 West
11 Bladen Street
Annapolis, MD 21401

Delegate Anne Kaiser, Chair
Ways and Means Committee
House Office Building, 131
6 Bladen Street
Annapolis, MD 21401

Re: **TESTIMONY OF SUPPORT: SB 1000 and HB 1300 – Blueprint for Maryland’s Future**
(*Kirwan Commission on Innovation and Excellence in Education*)

Dear Chairs Pinsky, Guzzone, McIntosh and Kaiser,

Howard County Government and the Howard County Public School System has a longstanding history of prioritizing education funding and implementing innovative ways to make one of the nation’s leading school systems support the educational needs of all students, families, and educators. I would like to thank the Maryland Commission on Innovation and Excellence in Education for its work the last several years to establish a new funding formula and policy priorities for Maryland schools. Senate Bill 1000 and HB 1300 will have a tremendous impact on how the State and local jurisdictions fund education.

I am grateful that the Commission’s and the General Assembly’s recommendations promote partnership among local governments, its community service providers, and residents to maximize available resources so that all Howard County children and youth succeed, regardless of their socioeconomic status. Last session, I expressed support for the Commission’s policy proposal and I am encouraged by the priorities and recommendations put forth.

Specifically, those that focus on expanding early childhood education, providing additional supports for our young people experiencing economic or social challenges and students with disabilities, while highlighting alternative career readiness plans.

Providing resources that will help stabilize families will allow our young people to take full advantage of the high-quality learning that exists in our county. Just as we will continue to do what we can to balance all of our county priorities and provide our school system with the funding it needs, often above maintenance of effort, I appreciate our state leaders establishing a funding formula that better enables local jurisdictions to invest in improving student outcomes, retention and salaries of our valued educators, and school system accountability.



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My Administration unequivocally supports this proposal for historic investment in our students and educators, not only for Howard County, but for jurisdictions across our great state. I sincerely appreciate the efforts of the Presiding Officers and our State leaders who have committed to championing funding for both education and school construction this session to foster the very best teaching and learning environment for all of our children and educators.

I look forward to working with you diligently to further investments in public education. I urge your partnership and favorable report on SB1000 and HB1300.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Calvin Ball', is written over a faint, larger version of the signature.

Calvin Ball
County Executive

BCPSS_ZachCarey_FAV_SB1000

Uploaded by: carey, zach

Position: FAV

TESTIMONY
OF
ZACHARY CAREY
SCIENCE TEACHER
COMMODORE JOHN RODGERS SCHOOL
BALTIMORE, MARYLAND

HB 1300 / SB 1000

SUPPORT

I strongly support HB 1300 / SB 1000, the Blueprint for Maryland's Future, proposing to create a world-class pre-12 public school system in Maryland.

I have worked as a middle school science teacher in Baltimore City Public Schools for the past ten years. During my career I have worked diligently to provide my students with the high quality science instruction that they deserve. I've utilized trauma-informed teaching practices and partnered with a number of organizations to bring additional resources and engaging experiences into my classroom. In doing this I'm not special. Many of the teachers I have worked with do the same. However, even with these efforts, the resources that we receive are eclipsed by our students' scope of need.

I'm excited that the Blueprint of Maryland's Future aims to appropriately fund education in our state. However, in celebrating the potential of this groundbreaking legislation I came to the realization that in my time as a teacher in Baltimore City Public Schools, I have never taught a student who was receiving a fully funded education. That's heartbreaking. To think that the students that I teach matter less than students in another district is unconscionable. Passing this bill will have an immense impact on education in Baltimore by returning funding to the under resourced communities where I have taught.

The challenge of teaching in Baltimore has been to be empathetic and responsive to the incredible traumas that my students experience, while also ensuring that my class prepares students to be academically competitive with students throughout the state and beyond. This is not only necessary for ensuring our city and state remains competitive in a global market, but also is a moral responsibility to provide equitable education for children growing up in challenging circumstances. Yet as funding for Baltimore has dwindled, my class sizes have ballooned, while class offerings and support for students have not.

This bill will work to meet that moral responsibility by providing funding for community schools and wrap around services. This will fill the gaps of need for Baltimore's most vulnerable

students. One of the most important under-addressed areas is student trauma. Based on multiple studies, including the Center for Disease Control's Adverse Childhood Experiences Study, we know that heightened levels of traumatic experiences negatively impact both academic and long-term health outcomes. Sadly, many Baltimore students that I have taught experience traumatic events at rates higher than any person should. Regardless of your position on how Baltimore should deal with its issues, we have to recognize that heightened levels of crime, substance abuse, incarceration, and poverty have burdened many of our students. And leaving this issue unaddressed is a failing of our local and state institutions to support the most disenfranchised in our city. Unfortunately, at the start of the school year, Baltimore was only receiving funds to provide trauma-sensitive programs in 5.5 percent of our schools. This bill will allow the expansion of these vitally needed programs.

Addressing the trauma Baltimore's youth have experienced will enable students to meet rigorous expectations. However, programming must be provided to allow students in all neighborhoods to have access. Lack of access has been a major issue and source of inequality for our city. The Blueprint for Maryland's Future will work to provide all students with high quality teachers and programming that will prepare students to be competitive in a global market.

Being competitive doesn't simply refer to a student's test score. The Blueprint for Maryland's Future will work to build schools that provide the opportunity for a variety of positive student outcomes by investing in strong vocational programs. Of course, our schools must provide students with the knowledge and skills to be college ready. But they also have to meet the needs of students that decide on a different path. This bill works to provide opportunities for both of those student groups.

I love teaching in Baltimore. I believe in my students and know that they are Baltimore's future. However, the challenges that building a better future for Baltimore presents are immense -- and disproportionately burden the most underserved and vulnerable. Baltimore's youth deserve an amazing education that prepares them to address these challenges. Ensuring that they are provided with the education to build a brighter future is the least we can do.

I'm here today for the students of Baltimore City. Because of this, I ask you to vote yes on HB 1300 / SB 1000.

Thank you.

Zachary Carey, District 43

uulm_Karen Clark_FAV_SB1000

Uploaded by: Clark, Karen

Position: FAV

SUPPORT SB1000



Unitarian Universalist Legislative Ministry of Maryland

Shared Voices for Liberal Religious Values in Maryland

February 17,2020

Judicial proceedings Committee

Blueprint for Maryland's Future – Implementation

Dear Chairman Smith, Vice-chair Waldstreicker, and members of the Senate Judicial Proceedings Council

I am Karen Clark speaking on behalf of the members of the Unitarian Universalist Legislative Ministry - MD (UULM) who urges you to support SB1000 /HB1300,which create a public educational system that incorporates our faith values; the use of compassion, equity and justice in its establishment. Personally I have taught in Anne Arundel County elementary and middle schools for over a dozen years where my own two children were educated and I, like others, strongly urge that these changes be available to all students.

Recently several members of my UU church read a brief history about our country's Racial Divide, "White Rage" by Carol Anderson. I want to share a small section about the impact of the failure of our government through white rage, to equitably integrate our schools in the Brown vs Board of Education Supreme Court case (1954) required.

Congressman Elliott had just predicted that whatever happened in America's classrooms in the 1950's would determine what the US would be like a half a century later. Fifty years later, in 2004, "not a single African Am. earned a Ph.D in astronomy or astrophysics. In the 43 various fields of 2100 Ph.D.s earned in natural sciences, NONE went to African Americans The refusal to implement

Brown through out the South , even in the face of Sputnik (which was a race between the US and Russians to launch the first space satellite)– not only as the law or as simple humanity might have dictated, but also as demanded by national interest and patriotism – , Am. strength was undermined and compromised by failure to equitably implement Brown.”

Now, in the twenty-first century the sector of the US economy that accounts for more than 50% of our sustained economic expansion, science and engineering, is relying on an ever- dwindling skilled and educated work force. Where as at one point - about 40% of the world’s scientists and engineers resided in the US, according to Rodney C. Adkins, senior vice-president of IBM, that number shrunk to about 15% by 2012.

The 1950”s, then, should be seen as a fateful moment in America, when history failed to turn and alter the trajectory of the nation. Brown held out hope to millions desperately seeking a quality education.” Pg.94-95

A well known quote says – “ **Those who do not learn from history are doomed to repeat it.** This is a case where money ISN’T the issue - We can not AFFORD to NOT pass this bill. Here is our opportunity. Our country, childrens’ and future lives depend on it. Thank you for all your hard work and service.

The Unitarian Universalist Legislative Ministry
asks you for a favorable vote.

Open Society Institute Baltimore_K Webber_FAV_1000

Uploaded by: Community Members, Supportive

Position: FAV

**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax and Education, Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees**

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I have been an educator for the past 12 years, as a teacher, principal, and the Executive Director of Student Support and Safety in Baltimore City Public Schools. I am currently the director of the Education and Youth Development Program at the Open Society Institute-Baltimore, where I continue to use the insight I gained as an educator to help reform policies and practices to build strong and welcoming schools centered on teaching and learning.

I came into the Baltimore City School district at a time when children were routinely being sent home on out-of-school suspensions for even the most minor infractions. In 2004, at the height of this practice, more than 26,000 out-of-school suspension incidents were logged (approximately 29% of the student body). The adverse effects of these suspensions caused already struggling students to fall further and further behind academically and set those students on a course to become involved with the juvenile/criminal justice system (the school to prison pipeline).

Beginning in 2007 through present, the Baltimore City School district has made enormous strides in reducing out of school suspensions, however there remains a great need for educators across the state to be trained in alternatives to suspension, most notably restorative and complementary practices. A recent study released by the John's Hopkins School of Education found that the first cohort of schools that implemented restorative practices in 2018/2019 saw an aggregate reduction in suspensions of 44% in one school year! Restorative practices reduce school suspensions, strengthen relationships among adults and students and set a positive environment for quality teaching and learning. But these and other best practices require funding for training and coaching that would be augmented by the Blueprint for Maryland's Future.

The Blueprint for Maryland's Future (HB1300/SB1000) is necessary for Maryland's children because this legislation provides the resources necessary to ensure every child in Maryland receives a world-class education. The Blueprint will drastically change the trajectory for struggling learners by implementing targeted interventions early, and throughout a child's schooling, so no child will enter adulthood suffering from illiteracy again.

Not only is the Blueprint more equitable, this plan holds school systems accountable to more rigorous outcomes for student achievement that better reflect the new workforce needs of our evolving economy. Our students, who have been underserved by the current school system, will have more opportunities for success with the expansion of career and technical education pathways.

When we fully implement and fund the Blueprint for Maryland's Future, Maryland schools will move from mediocre to world-class and we will provide a blueprint for the nation.

For these reasons, I urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

A handwritten signature in black ink, appearing to read 'Karen Webber', with a long horizontal flourish extending to the right.

Karen Webber, J.D.
Director, Education and Youth Development
District 43

BCPSS_EthanEblaghie_FAV_SB1000

Uploaded by: eblaghie, ethan

Position: FAV

**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education, and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17, 2020**

I sincerely support House Bill 1300 and Senate Bill 1000 for Maryland's Future, proposing to transform Maryland's early childhood, primary and secondary education system to the levels of high-performing systems around the world.

I am a 13 year old that will be in high school in several months. I've been a Maryland constituent for just over three years, and have spent the vast majority of my life hopping between cities, having lived in North Carolina and Georgia for one year and three years respectively, and stayed in Tennessee for around six years. I have lived my childhood in states much poorer than Maryland, and I understand through and through the socioeconomic challenges that middle class Americans face when sending people of my generation to school. Our schools are inefficient at teaching, behind technologically and financially, and are not properly equipping students like me with the resources they need to become fiscally independent adults in our nation's modern capitalistic society.

The Blueprint for Maryland's Future [HB 1300 / SB 1000] will do so much for our great state's youth, because this legislation gives my generation that resources that it needs to excel in the school system. The Blueprint will provide impoverished schools with the money they need to empower their youth out of despair, while enriching already strong schools, making them a beacon of progress and of our nation's democratic system, setting a legacy that schools nationwide will try and replicate and surpass.

Having gone to school in one of the highest ranking schools in Baltimore City, I can attest to the advantages I have over many of my peers downtown and in the suburbs. As our school system fails to distribute our taxpayer money effectively, schools like mine will catch up with the national average, but my friends across the City will be locked out of the opportunities, scholarships, and experiences that I will be given. A financial bureaucracy that cannot provide the simplest of necessities to the schools that so many Maryland students depend on is unacceptable and must be open to the reform of HB 1300.

If and when Maryland's legislature passes the Blueprint for Maryland's Future, we will begin to see a massive change. Literacy rates, college acceptance rates, high school enrollments, scholarships, bachelors' degrees, and more will all begin to tick upwards, empowering our great state's economy and restoring faith in our electorate. We can set the bar that the rest of the nation follows by providing a framework of how to lift our communities into distinction.

For these reasons, I urge the committees to issue a stellar report for HB 1300 and SB 1000.

Ethan Koay Eblaghie, District 41

BCPSS_SaidahErvin_FAV_SB1000

Uploaded by: ERVIN, SAIDAH

Position: FAV

Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future
Senate Budget and Tax, Education, and Health and Environmental Affairs Committees House
Appropriations and Ways and Means Committees
February 17, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to transform Maryland's early childhood, primary, and secondary education system to the levels of high-performing systems around the world.

My name is Saidah Ervin and I go to Roland Park Elementary Middle School. An amazing Baltimore City Public School. I've been attending RPEMS for almost a decade and in that time I've seen how greatly budgetary issues have hurt our learning environment. Although I have had amazing teachers and our school is in a more affluent area of the city, the lack of funding has had a major impact.

Our public schools buildings are falling apart. Not only the physical spaces but our instructional materials. Our schools have extremely outdated textbooks AND in some classes, we don't have textbooks at all. This year programs are more underfunded than usual and we can't afford educational trips, 21st-century technology, or money to support clubs and activities.

I stand here dreaming of a better tomorrow. A school that has classrooms full of the latest technology. Classrooms led by a diverse group of professional educators. A school with clubs that have the funding to succeed and a school that has the money to take learning outside of the classroom. A school with small enough class sizes that students can have the one on one attention they deserve. We deserve a school system that gives us access to diverse careers and a chance to see opportunities that we currently can not.

To ensure that every student across Maryland gets the education they deserve, I strongly support The Blueprint for Maryland's Future because this legislation will make sure every student has ALL of the tools they need to thrive in an educational environment. I may only have about four years left in this school system but the Blueprint will make those years so much better. This potential funding will impact generations of Marylanders. Future generations will have a better education than any of us could have hoped for.

For years lawmakers haven't funded our schools adequately but now is the time to make up for that. **THE TIME IS NOW. STAND WITH ME TO SUPPORT OTHER CHILDREN JUST LIKE ME. LET'S GET OUR SCHOOLS THE FUNDING THEY SO DESPERATELY DESERVE!**

Saidah Ervin, District 43

EpiscopalDioceseMD_Diane Fadely_FAV_SB1000

Uploaded by: Fadely, Diane

Position: FAV



THE EPISCOPAL DIOCESE OF MARYLAND

Support

SB1000 – The Blueprint for Maryland’s Future - Implementation

Senate Committees: Education, Health, and Environmental Affairs; Budget and Taxation

February 17, 2020

Written testimony presented by the Rev. Dr. Diane Fadely,
representing the Episcopal Diocese of Maryland

The Episcopal Diocese of Maryland strongly supports SB1000 – The Blueprint for Maryland’s Future.

We applaud the breadth and depth of the proposed legislation. This is a prime opportunity for Maryland to fund high quality educational programs for all children attending Maryland public schools. SB1000 is commended for the following target areas: a) high quality pre-K programs for three and four-year-olds with wraparound services as needed; b) increased teacher diversity, preparation and compensation; c) additional resources and supports for children who need them to make meaningful educational progress; d) rigorous curricula from pre-K to 12th grade with emphasis on college and career readiness; and f) a thorough accountability component. These and other Blueprint features are designed to build a solid educational foundation for the children and youth of Maryland.

In summary, the contents of SB1000 are designed to significantly improve the overall academic achievement of all Maryland students and make them academically competitive with students in countries with the highest levels of educational achievement.

Communicants of The Episcopal Church are mandated by the teachings of our Baptismal Covenant: to seek and serve Christ in all persons, loving our neighbor as ourselves, to strive for justice and peace among all people, and respect the dignity of every human being. [The Book of Common Prayer (1979) p. 305] The content of The Blueprint reflects our faith tradition’s commitment to ensuring dignity, equality of opportunity, justice, racial reconciliation and healing for all people including children and youth regardless of their socio-economic status, race, religion (or none), national origin, disability, gender, gender identity, sexual orientation, or any other factor.

We are confident that as legislators, you are committed to providing excellent education for students regardless of their socio-economic status, race, religion (or none), nationality, gender, gender identity, sexual orientation, or any other factor.

We respectfully request a favorable report for SB1000.

MASBHC_Rachael Faulkner_FAV_HB 1300_SB 1000

Uploaded by: Faulkner, Rachael

Position: FAV



PO Box 716
Baltimore, MD 21233
202.669.0031 phone

Committee: Senate Budget and Taxation Committee
Senate Education, Health, and Environmental Affairs Committee
House Appropriations Committee
House Ways and Means Committee

Bill Number: Senate Bill 1000 & House Bill 1300

Title: Blueprint for Maryland's Future – Implementation

Hearing Date: February 17, 2020

Position: Support with Amendment

The Maryland Assembly on School-Based Health Care (MASBHC) strongly supports *Senate Bill 1000 and House Bill 1300 – Blueprint for Maryland's Future – Implementation*. This bill further establishes in statute recommendations from the Commission on Innovation and Excellence in Education, including codifying funding recommendations for school-based health centers.

There are currently 86 school-based health centers in Maryland, operating in 12 local school systems. They are staffed and supported by community health providers, primarily local health departments, and provide somatic, behavioral, and oral health services. By design, they are located in schools with high concentrations of poverty and act as a safety net provider, particularly for students who experience barriers to accessing health care services in the community. By providing health services on-site, students experience increased seat time and less absenteeism.

In summer 2018, MASBHC had the opportunity to present before the full Commission as part of a panel discussing the benefits of on-site health and behavioral health services in schools. It was during this time that we discussed the history of funding for school-based health centers dating back to the late 1990s. When funding was first awarded, the State was scheduled to phase-in \$6 million in new funding over a three-year period. Unfortunately, only one installment was ever realized and the funds have remained flat at approximately \$2.5 million annually for the past 20 years. As a result, local school systems have limited funding



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options from the State to establish or expand school-based health centers, even where there is an identified need.

We were very pleased to see the inclusion of \$6.5 million in annual funding within SB 1000 and HB 1300. This funding fully implements a recommendation from the Commission's January 2019 Interim Report to restore, with an inflationary increase, the original promise made by the State to fund school-based health centers over 20 years ago.

To reflect the Maryland State Department of Education's existing grant process for school-based health centers, we are respectfully requesting the following technical amendment. Currently, MSDE awards grants to local school systems and approved community health partners who sponsor school-based health centers.

AMENDMENT

On page 58, in line 34, strike "**TO LOCAL SCHOOL SYSTEMS**".

Thank you for your consideration of our testimony and we urge a favorable vote. If you need any further information, please contact Rachael Faulkner, our public policy and governmental affairs consultant at rfaulkner@policypartners.net or (410) 693-4000.

Strong Schools Maryland_FAV_SB1000

Uploaded by: francaviglia, joe

Position: FAV



STRONG SCHOOLS MARYLAND

800 N. CHARLES ST. • SUITE 400 • BALTIMORE, MD • 21201

Monday, February 17th, 2020

Since the introduction of HB1300/SB1000 in the General Assembly, **hundreds of people have reached out to share their individual reasons** for why this legislation matters in their lives.

Each and every person may have different motivations but are united by the desire to see The Blueprint for Maryland's Future implemented and fully funded. Many of these stories are very personal and represent the stakes of this debate. **Strong public schools should work for every person and many of us can attribute our success to a great education.**

It is our duty and obligation to ensure that future generations have every opportunity to be successful and live a life of their own design. **The Blueprint for Maryland's Future provides that opportunity.**

The following testimony has voices from every district in the state and reflects Maryland's wealth of diversity. You will hear from **voices** of every background represented.

We were moved by the desire and eagerness to share personal stories of why this legislation matters to each individual, family, and community. We hope you will take the time to read and internalize these stories shared by your fellow Marylanders.

Joe Francaviglia

Executive Director | Strong Schools Maryland



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education, Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees**

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am writing to you today as a parent of a PGCPs first grader, because I think it is really important that you publicly support fully funding our schools and I ask that you use your voice to help invest ordinary citizens in the important discussion happening at the state and county level. This is the time for leaders like you to find solutions to big problems and ensure that all of our students have the world-class education they deserve.

My daughter attends Hyattsville Elementary. She is thriving-- learning and growing academically and socially. But it is clear that not every child is (some children are clearly not getting the support they need for their talents and their needs). It is clear the teachers need more support and incentives. It is clear that further innovation and investment is needed to prepare our children for the challenges of the future (investment in technology and responsible use of technology, curriculum around climate change). It is clear that the physical space of her school and many of our neighborhood schools are in embarrassingly poor shape. I believe in public education. I believe it is the best investment we can make in our society. And yet, we are neglecting this investment.

I know you are well versed in the dire statistics that are confronting our public school system and I know you are aware that Prince George's County Public Schools are some of the most historically underfunded public schools in the state. Fully funding our schools is the most important thing we can do, not only for our students and families, but for our economy as well. If we want to build a 21st century economy in the county and the state, we must invest in our schools first.

I close by asking you to lead on this issue. We cannot run from this fight, we must embrace the challenge and work with other leaders to ensure that we can create a thriving Prince George's County and state of Maryland. That all starts with a fully funded school system.

Kristen Wares



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education, Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees**

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I have two grandsons who attend Roland Park public school in Baltimore City. I also go to tutor every week with Reading Partners at Sandtown-Winchester Achievement Academy.

From what I observe it is clear that early childhood educational opportunities will improve our children's academic progress. I want our high school students to be much better prepared to earn a living or to enter college.

I support all of the Kirwan Commission recommendations as contained in SB1000 and HB1300.

Megan Shook
4100 N Charles St.



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education, Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees**

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a parent of a child in a public school in Maryland, and have been for years. I am a public health advocate.

This legislation will benefit countless thousands of children today and in the future. These young Marylanders will benefit from years of better educational outcomes and health outcomes. The students will have improved economic productivity as adults - contributing to Maryland's economy in the future -- if WE act TODAY to fully fund Maryland's schools. Let's show support for ALL kids in our great state with Fully Funded Schools.

Eva Bazant
Baltimore, MD 21224



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education, Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees**

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a mother of a daughter who will benefit deeply from the Statewide Pre-K program and a 4th grade Social Studies/Science in Baltimore City.

I support this legislation because every time I walk into the halls of my school building, my classroom, I see students who deserve more resources and teachers and administrators who deserve more support, training, and better salaries. I often wonder why I haven't left the classroom and it's because I get a sense of purpose when I stand in front of my students and see them excited about learning. They deserve to do that with every resource at their fingertips. They shouldn't be subject to budget cuts, lacking emotional and social support, and burnt out teachers. My students deserve more. Our community deserves more. Maryland's future deserves more.

Deborah Euzebio
14200 Westside Blvd, Laurel, MD 20707



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education, Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees**

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a current senior at Bard High School Early College Baltimore and I have attended a Baltimore City Public School for the last 3 years of school. Up until 10th grade I had attended private schools all of my life and only heard about how much public schools lacked. I did not understand how bad it was until I was enrolled in the school myself and experiencing this firsthand. Some of my classes didn't have enough laptops when assigned research or typing papers and some classes didn't even have enough textbooks for each student in the class. The majority African American school was full of majority white, male teachers who I cannot relate to.

I support this policy because it would bring back all of the money Baltimore City is currently being underfunded. They would also provide students of color with diverse teachers to allow for better student/teacher relationships. As a black female student, from past experience I can confidently state, nothing is more empowering than having a black woman, a person I can look to as an example of my future, as the teacher. Also, the fact that many of their approaches remind me of my mother and I's bond bringing so much more comfort and trust in the classroom.

Andrea Hlongwane
3909 Rosecrest Ave



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a lawyer and parent of three public school children (plus two more not yet in public school). I have a Masters Degree in Education and taught fourth grade for two years.

I was once a teacher and made very little money doing very important work, and now make a lot more money doing work that's less important than educating our children. I'm embarrassed that we pay teachers so little for the incredibly important work they do. I absolutely support this effort to pay our teachers something more commensurate with the value they provide our society.

Jared Marx
4231 Madison St. • 20781



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020**

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the co-founder and current Executive Director of Identity which was established in 1998 to create opportunities for Latino youth to reach their highest potential. Today, we assist 3500 Latino and other historically underserved students and opportunity youth living in high-poverty areas of Montgomery County, MD who are most at risk for poor social-emotional, academic and work-life outcomes. Identity supports their successful transition into adulthood at school, in the community, and on playing fields with bilingual and trauma-informed programs that strengthen social-emotional wellbeing, and support academic success and job readiness. Here in Montgomery County, Black and Brown students suffer the poorest educational, social emotional and workforce outcomes. They start school behind their peers and have the lowest rates of graduation.

Identity strongly supports House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, which has the potential to transform Maryland's early childhood, primary, and secondary education system to the levels of high performing systems around the world. The Blueprint for Maryland's Future (HB1300/SB1000) is necessary for Maryland's children because this legislation provides the resources necessary to ensure every child in Maryland receives a world class education. The Blueprint will drastically change the trajectory for struggling learners by implementing targeted interventions early, and throughout a child's schooling, so no child will enter adulthood suffering from illiteracy again.

Not only does the Blueprint allocate resources more equitably to the students who need them most, this plan holds school systems accountable to more rigorous outcomes for student achievement that better reflect the new workforce needs of our evolving economy. Our students, who have been historically underserved by the current school system, will have more options for success with the expansion of career and technical education pathways. When we fully fund the Blueprint for Maryland's Future, not only will Maryland schools move from mediocre to world-class, we will provide a blueprint for the nation as well.

Diego Uriburu
414 E. Diamond Ave, Gaithersburg, MD • 20877



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Padre de familia

Porque es importante que los niños tengan acceso a la educación desde sus primeros años de vida. Porque necesitamos que los maestros estén calificados para mejorar la educación de nuestros hijos; Porque es importante que los estudiantes tengan acceso permanente a tratamientos de salud mental; Porque hay muchas escuelas que necesitan ser renovadas, etc.

Yoicy Quintero
Gunners Terrace • 20876



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I am a director of a non-profit that works with at-risk children and youth

Underfunding of public education is devastating this state and the country and destroying our democracy. Our future well-being will depend upon the youth of today. We need to invest in our children and youth and ensure that ALL children, no matter what their socio-economic or racial background is, have opportunities to reach their full potential.

Michele Bulatovic
Kensington, MD • 20895



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I was a public school teacher in English, theater, exploring careers, contemporary communications, and TV Production for over 40 years prior to retiring in 2017. I first taught for four years in Baltimore City Public Schools in the 1970's and the rest of my career was in Montgomery County. I have taught all grades from 6th through 12th.

My at risk seniors and even my honors sophomores would have benefited from HB1300 and SB 1000 in career and college readiness. In addition, those I taught in junior high and middle school earlier in my career have had more success in their careers than my more recent students.

Recently, I have encountered former students in my daily routines, some prospering and others not. I have met one honors student who went to college as a manager of a grocery store, while another similar honors student did not attend college and is already an assistant manager at another grocery store. Another honors student dropped out of community college and sells parts at an auto dealership. Some risk seniors are now working as sales clerks at Target or K Mart. I am glad they have jobs, and yet wish that they could more fully express their potential as adults. On the other hand, another at risk student I encountered told me that he is currently flipping townhouses in Baltimore City. He is successful and happy as he works hard to create affordable housing for others. Students from earlier in my teaching career have achieved more rewarding careers. One of my on level English students is now a very fine English teacher in MCPS. One I taught in the 70's is a Physicians Assistant and teaches nursing. Two former honors students are arts administrators. A former actor is now a speech language pathologist. Two at risk seniors from the times of the Thornton Commission went to trade schools right after high school. One runs a successful motorcycle shop, while the other is a successful dog trainer. Neither spent more than six months preparing for their success. While all these former students have been adults for longer periods of time and had the benefit of more work experience, they all started from a stronger position entering the job market, due to the better quality of their education, including more college and career readiness education embedded within many of their high school (and even middle school) classes.

The contrast is sharp and clear between those who had multiple opportunities from 6th through 12th grades to look at the world of work and make choices to those who were pushed through by overworked and understaffed guidance counselors and teachers. Additionally, current curricula does not embed preparation for the adult world by looking at such practical aspects of work as interviewing and creating resumes/cover letters because curricula is more academic and geared toward success on the SAT's or ACT. One size does not fit all! The Blueprint directly addresses preparing students for a fulfilling life as adult workers, whether they attend college or enter the job market as skilled laborers or trades persons. Let's create a "Pipeline to Prosperity" instead of a "Pipeline to Prison" in Maryland Schools. Not only will our next generation and generations to come become more prosperous, but also the whole of Maryland will benefit from a workforce prepared for the 21st century world of work.

Christine Kraus
5133 Clavel Terrace • 20853



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the parent of a current PGPCS kindergartener with 2 more who will enter the public school system.

My children, but also the thousands of other children of the state, stand to benefit from this legislation. Throughout the country, public school systems are failing to support and educate our children and help them grow into the future workers and leaders we will need to sustain us. The passage of this legislation gives Marylanders, Prince Georgians, the opportunity to break free of that failure and provide the well-rounded, compassionate, supportive, education system that we desperately need. We need more than a band aid and patchwork, we need a long term solution that will raise our children up, support their education and allow them to break free of the systemic failures seen nationwide and right here in Maryland. This legislation has the possibility of being that solution as long as we fight to support its passage.

Meaghan Tuttle
915 Park Terrace • 20744



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I'm a second generation Chinese American woman who lived with three different families before my mom adopted me around age 5. My life could have turned out so differently. I see where I am now and it's nothing short of a miracle. My mom moved to Montgomery County for the quality of education it promised. She wrote to Congresswoman Connie Morella to fight Potomac Elementary School's rejection of me (I lived in Wheaton) so I could learn Chinese and then drove that hour and a half drive twice a day for the next 6 years. She researched and found the magnet program at Eastern Middle School and made sure I applied. By the time I was in high school, I wanted more than anything to go to a neighborhood school so I could have friends close by. She understood and let me. I then went on to go to Grinnell College with a full-ride (because my mom suggested I apply to the Posse Foundation's scholarship) and I just completed my masters in social work last year. Looking back, I see the labor of love my mom put into my education because she understood just how many doors would open. I also see the privilege both my mom and I hold. What about all of the children--because of structural racism and intentional disinvestment in their communities--who do not have someone advocating for them? I'm grateful for my education in Montgomery County but I know there are extreme inequities within the county. As well as across the state. It breaks my heart and, as the wealthiest state in the nation, this inequity does not need to be a reality.

I support this legislation because it embodies the understanding that every child in Maryland deserves a world-class education. Investing in early childhood education, high-quality teachers and leaders, college and career readiness pathways, and equitable resources across the state creates the structural supports we need to provide safe and spirit-affirming environments for all of Maryland's children. This legislation provides a visionary framework that has the potential to transform how our education system operates. This legislation must be fully funded and areas such as Baltimore City and Somerset County need to have additional support.

Joyce Bartlett
401 Scott Drive • 20904



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am in my 27th year as an elementary school teacher in Howard County, the parent of two public school alums, and a grandparent of one (so far).

I support this legislation in its entirety because it is our best chance of providing the quality education that EVERY student across our state needs and deserves. Public education is the basis of our democracy and the most critical service our state can provide. I want to assure my grandchild, and every other child, have the opportunity to meet their greatest potential and guarantee prosperity for our state.

Marijane Monck
11064 Berrypick Lane • 21044



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the parent of two future Baltimore City public school students.

My own children are the beneficiaries of structural privilege that mitigate some of the negative consequences of the chronic under-investment in Maryland's public school system. But their current and future peers, most of whom are people of color and come from environments with high concentrations of poverty, stand to benefit substantially from the improved equity funding formula, the increased opportunity for high-quality college-preparedness and vocational education, and the improved retention of fantastic teachers that the Kirwan Commission recommendations ensure. I know many of these kids personally because they are friends with my kids, so fully funding is not an abstraction for me: it's personal and moral. I implore you to do right by my sons and my sons' friends and fully fund Kirwan.

Jordon Steele
2603 N Calvert St • 21218



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a registered nurse, mother of two daughters, grandmother of 6. I believe that pre K - highschool education, along with housing and health care, is a RIGHT.

Maryland's economic future depends upon the passage of Kirwan recommendations because currently the education system in Maryland is failing a majority of students.

Susan Talbott
3908 North Charles Street • 21218



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I'm the father of a freshman in high school, the last of three children to go through the Maryland school system (Baltimore County - Catonsville), and I work and teach at the University of Maryland

Because I work in higher education and teach (and grade), I can attest to the necessity of excellent schools as necessary to building a solid foundation from which young people can spring up and attain their full potential. I have seen some amazing young people in my time, and I have helped others overcome gaps in their foundational education to become as amazing as they can be. Without good schools, we are sunk, to put it simply.

Henry Gregory
6606 Kilmarnoch Drive, Catonsville, MD • 21228



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a Baltimore City Public School graduate and I'm currently taking classes at BCCC

My younger brother and cousin will benefit from the new education that this legislation provides. It includes programming and services that would have greatly benefited me.

Sharena Lawson
5106 Goodnow Rd • 21206



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I have been a public school teacher in Baltimore City for seven years.

The students of Baltimore City deserve the absolute best that the state can give them. They are bright, talented, and motivated children, and I don't want to see them fall short because of lack of resources.

Brooke Petruzzelli
2601 N. Howard St. Baltimore, MD 21218 • 21218



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a Baltimore City Public School Special Education Teacher.

Students with disabilities require the additional funding supported by this legislation to ensure their various needs are met and to enable students to access resources that contribute to their academic and social/emotional growth.

Alexis Bartholomew
3610 Dillon St. • 21224



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Soy padre de familia

Porque nuestros estudiantes tienen derecho a tener la misma preparación y capacitación de otras escuelas de más alto nivel

Karina velazquez
19515 frederick • 20876



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I am a Cuban-American parent of three boys in 7th grade, 4th grade and Kindergarten.

I support this legislation because it will help reduce the achievement gap in our school district. I believe it will provide early childhood opportunities for kids that need it. I believe it's important to have experienced and qualified teachers at EVERY school not just the schools that are lucky enough to have them.

Melissa Vigues
22110 fulmer avenue • 20871



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Soy madre de familia

Las escuelas deben ser renovadas. Que los principales y professors sean calificados. Que los niños tengan access a educacion pre kindergarten gratis. Que hayan programs gratis despues de la escuela.

Yadira Albines
Filbert Drive • 20879



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a parent of 2 children, ages 3 and 7. My 7-year old son is a 2nd grader at a Baltimore City school. We are committed to sending our children to public schools, as we believe it's a key part of raising them to be a part of their community and learning civic responsibility.

In our neighborhood school in Baltimore City, we see the challenges that teachers and administration face in funding a first rate education. While we firmly believe our son and his classmates are getting an excellent education, it's often due to the heroic efforts of teachers and administrators that care about them more than the level of resources at their disposal. I believe a higher and more appropriate level of funding would help him and his classmates truly thrive. A good example of this is funding for art, foreign language and STEAM education. These classes are provided to the school through a vendor as opposed to staff for cost reasons, and as such the quality varies greatly throughout the year. We would like our children to have these resources provided on a more consistent basis through higher staffing levels throughout the school system, so that all children in the city may benefit.

Michael Gittings
1825 Fairbank Road • 21209



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a mother of two kids: a 10 year old who will be in 6th grade next school year and a 2 year old who is in the Infants and Toddlers Special Needs program and next year will in the K-3 program.

I strongly support The Blueprint for Maryland's Future (HB1300/SB1000) it is very important and necessary not only for the future of my kids but for thousands of others students whom will benefit from the resources necessary provided to ensure every child in the state of Maryland to receive a great education. The Blueprint is more equitable and accountable for students achievement and will drastically change the future of struggling learners and special needs students like my toddler. Our current school system deserves a better pathway on a successful education for a better future of the students.

LILLIAN GARCIA
9403 Hughes Ct • 20783



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a psychiatrist who treats adolescents and young adults with serious mental illness.

My patients greatly benefit from school, and the associated services that enable them to obtain an appropriate education. This legislation would be a great step forward in enabling them to succeed.

Russell Margolis
5001 Springlake Way • 21212



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class pre-k-12 public school system in Maryland.

I am a parent of two children attending Baltimore County public schools

I support this legislation because I believe that improved teacher salaries will reduce staff turnover at my children's school, and that pre-K education is a major benefit to helping students be ready to learn

Fergal Mullally
7113 Oxford Rd, • 21212



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am an 8th year English teacher at the great, historic Frederick Douglass High School.

My beloved students, who are already deeply underserved, will benefit greatly from the right-sized funding that Kirwan will offer.

Lee Krempel
902 E. 36th Street • 21218



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Soy un padre de familia

Educación a temprana edad, maestros calificados

Roxana Sotomayor
18233 Swiss Circle • 20874



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I was a high school teacher for 20 years in Anne Arundel County.

The marked decline in reading skills that has been demonstrated can be remedied by adding in sensory exploration, language, song, dance, movement, music, art and stories to the pre-K and Kindergarten curriculum before children are expected to read.

Charlotte Brooks
Idlewilde Ave. • 21228



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a grandparent, former parent and former AACounty School Board member from Anne Arundel County.

Our founders guaranteed education to all. What we currently offer does not guarantee appropriate or equitable education to all. Kirwan does.

Jane Andrew
132 St. Andrews Road • 21146



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Retired from Baltimore County Schools in 2011 where I worked as a Library Media Specialist

I worked at Western School of Technology and saw first hand the benefits of a Career & Tech Curriculum. A College Prep program is not for every student, because many of our kids won't attend college.

Ann Tanner
Valley View Ave. • 21228



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I have been a life long educator, first as a special educator in Prince George's County and later on faculty at George Washington University.

In my retirement, I volunteer often in the Baltimore City Public Schools and witness firsthand the extent of need the students exhibit. Students living in extreme poverty need more resources at school in order to break out of the cycle of failure. They also need excellent teachers and innovative leadership to organize the school to best meet the needs of all the students and to get the parents involved in their child's education. I support FULL funding of the Kirwan Commission as a positive action to changing the trajectory of many of Maryland's youth.

Penelope Wald
717 President St. #601, Baltimore, MD • 21202



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a fourth-year special education teacher in Baltimore City Schools.

The current funding that our schools have isn't enough to give every student a real shot at success. We need to fully fund and implement the Kirwan Commission's recommendations now.

Allison Weigel
Kelfield Dr, Halethorpe, MD • 21227



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a grandparent of two children who will begin public school in two years

Their parents are thinking about sending them to private school. Passing and implementing Kirwan will overwhelmingly drive the choice to public schools because they will receive a better education and save the family thousands of dollars.

William Henderson
62 Dungarrie Road • 21228



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a parent of a kindergartner and 5th grader. I'm also a school social worker.

Maryland's economy will benefit from the profits and growth that would occur as a result of expanded opportunities in vocational and technical training and universal Pre-K.

In addition, as a school social worker in Baltimore City, I see every day how students who live in areas of concentrated poverty arrive at school with additional needs. Schools in these areas require additional resources in order to appropriately support and educate these students.

When schools have additional resources, they will be able to better prepare students for work and for higher education, which will benefit our state in the long-term. This investment in one of our most important resources (our children) will pay off.

Jen McCann
5206 Catalpha Rd • 21214



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a retired pediatrician and current school reading tutor (volunteer)

After years of having no adjustment for inflation, the school budget allotment has fallen way behind. Our community public elementary-middle school currently has overcrowded classrooms and lack of appropriate space for pre-K students. Please support the Kirwan Commission's recommendations so our students will get an appropriate education. I would hate to see Governor Hogan's legacy be remembered for his opposition to finding additional funding for this endeavor.

depue duffey
1226 Hull St • 21230



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm an ex-high school teacher and soon-to-be grandmother who now works with minority parents of school-age children. I hear EVERYTHING about the kids' schools and how much they need and aren't yet getting.

This Kirwan legislation - supporting bill is aimed at the right ages and places to make a significant difference!! Please don't let this opportunity slip by to improve my granddaughter's future.

Marjorie Centofanti
Hollyberry Rd. • 21146



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a father of 3, grandfather of 4, and from a middle-class family of 5 who owe a great deal to our public educations.

My public education prepared me well for the world that I entered as a young adult. I worry that this generation and future generations of American children will not be as well positioned for successful, happy lives. We owe them the same (or better!) chance. Passing this legislation will begin to fulfill our duty to them.

David Cole
15 Hamill Rd. Apt C. Baltimore, MD • 21210



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a resident of Baltimore City, I volunteer as a tutor in the program at Brown Memorial Church—and my daughter has worked as a school counselor in an underserved PG County elementary school.

It has been heart-breaking to learn first and second-hand of the challenges that children from our poorest communities face. The kids I have worked with not only struggle to read and write (none of my students hold her pencils properly!); they struggle with regulating their emotions. How can they concentrate on learning when they do not have the tools to cope? And neither do their teachers. My daughter was the one counselor for 900 kids (and their educators!) in a Latinx community. The Kirwan recommendations would guarantee wrap-around services for my kids in Baltimore City and those children in PG county—offering educators the kind of skills to cope with social-emotional-developmental issues in the classroom that regularly detract from learning; the school as a community resource for parents who need a variety of services to help them provide a healthy and supportive environment at home; a new optimism for the educational system and our broader society that understands the long-term impact of a revitalized school system: a robust and healthy state-wide educational system in which every student reaches her potential to be a contributing citizen.

Ellen Kahan Zager
Bank Street, Baltimore City • 21202



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm the parent of two children who attended Baltimore City public schools.

My children were among the relatively few in the City school system who benefitted from an excellent education, based largely on where they live - and their ability to be accepted into one of the top performing high schools. It is just plain wrong that so many others, on whom the future of our city and state depends, are not given the same opportunities for a decent education, the cornerstone of a successful life. It is impossible to overstate the benefits that will come to our state from passing the full program the Kirwan Commission legislation calls for, and equally daunting to imagine the future we face if we fail to do so.

I know you have long supported public education in Maryland. Please do whatever you can to persuade your colleagues to make this historic opportunity a reality for our children. Thank you so much for your time and attention.

David Conn
2222 Crest Rd • 21209



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a resident of Baltimore City, living in a school district where only 8% of elementary and middle school students have achieved proficiency in Math as well as in Reading/Language Arts. This statistic breaks my heart.

The Blueprint for Maryland's Future (HB1300/SB1000) is necessary for Maryland's children because this legislation provides the resources necessary to ensure that every child in Maryland receives a world class education. The Blueprint will drastically change the trajectory for struggling learners by implementing targeted interventions early, and throughout a child's schooling, so no child will enter adulthood suffering from illiteracy again. Not only does the Blueprint allocate resources more equitably to the students who need them most, this plan holds school systems accountable to more rigorous outcomes for student achievement that better reflect the new workforce needs of our evolving economy. Our students, who have been historically underserved by the current school system, will have more options for success with the expansion of career and technical education pathways. When we fully fund the Blueprint for Maryland's Future, not only will Maryland schools move from mediocre to world-class, we will provide a blueprint for the nation as well.

Belinda Jane Hall
2808 N. Calvert Street • 21218



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the parent of two public school teenagers

Classes are too big and teachers are exhausted

Michelle Koul
312 Bowline Ct • 21146



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a born and raised Baltimorean who has been engaged in real estate development in Maryland for forty five years.

I believe strongly that public education is the most important economic development tool the state has. It is here where those graduating fully prepared for the workforce and or post secondary education will have the greatest impact for themselves and the state. It has been demonstrated that the return on investment is significant both personally and for the local jurisdictions and state.

Donald Manekin
229 Ashland Road • 21030



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the grandparent of a grandson and granddaughter who graduated from Howard County Schools and a 6-year old grandson who is in the first grade in Prince George's County. My background is in education: teaching at the high school level and administration at the university level. I understand the value of a good education for all children and for our country. Without a well-educated population, democracy cannot work.

I am appalled at the difference in the PG and Howard school systems. My youngest grandson is allowed to spend much of his day watching videos that are apparently for entertainment only. When I visited his classes for Grandparents' Day, the teacher had no control over the classroom; students kept wandering at random even though they were told to take seats. Recently, when I asked him how his school day had been, he replied that it was "Terrible." He said that two boys had gotten into a fight twice during the day. He is a bright child and deserves to have the chance to learn as much as he can absorb in order to prepare him for the type of college and career he will want. Not too long ago, Maryland was considered to have some of the best schools in the nation. It's time to see that that is our status again--for the sake of all of our children. There is no better way to invest our financial resources.

Margery Knight
Snow Goose Lane • 21409



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class pre-k-12 public school system in Maryland.

I am a parent of two young children; the oldest is in an amazing pre-k program in a Baltimore City public school. Her growth this year has been astounding. I am also a former public high school teacher and have 14 years of experience working in public schools in three states (CA, WA and MD).

I support this legislation because ALL STUDENTS deserve an equitable and appropriate education, and right now too many students are left behind because of our inadequate funding formulas. Too many schools and school systems are routinely forced to make "choiceless choices." The public school my daughter attends has a fantastic pre-k program, and I'm glad our city's schools has invested heavily in early education. That investment will pay our state back many times over. However, that present cost is not covered by the state and presently our elementary school has to make choices every year between having smaller (vs huge) class sizes and being able to offer the following: art, music, a reading specialist, language, a librarian, after school sports, technology, after school programming, and other student activities. Every year the staff and parents at our school get to weigh in to "choose" which half of these important offerings will not be offered because of the structural lack of funding. And we have it better than most other elementary schools in our district! (We live in an affluent part of town which means we have a robust PTO that fundraises, grant-writes, and gathers a lot of parent volunteers for many programs). Our PTO makes a difference, but it is not enough and will never be enough to fill in all the needs. Our school isn't asking for the moon. Furthermore, I believe ALL schools should be able to offer their students personalized instruction AND art, music, language, a library, technology, sports, etc.

Professionally, I've never worked in more decrepit schools than in Maryland. I've worked with bright motivated high school students in Baltimore City learning in dire circumstances. On my first day in one of the high schools, the breeze blew a window out of its frame which fell down on my head. Only upon picking it up did I realize how many of the classroom's windows were "secured" with duct tape and packaging tape. This is one of many personal examples I have. Our schools are old and need serious infrastructural improvements. Please fund them.

Worse than the physical needs of our schools in Maryland are that many of our high schools cannot afford to provide their students with the college prep classes they need. One example: I had a brilliant sophomore student who wanted to be a neurosurgeon when she grew up. Her school counselor, teachers and parents knew this, but she was assigned neither a math nor science class because the budget cuts that year translated to less classes offered than were needed (among other cuts). That alone kept her from getting into a 4 year college. Another bright student leader I worked with was scheduled "out" of continuing Spanish language classes her junior and senior year because her school needed her to tutor peers who had fallen behind in credits (and the school could not hire an actual teacher because of the budget). This happens needlessly every year to multitudes of Maryland students.

This doesn't need to continue. We can change and remarkably improve the trajectory of all of our schools and students by fully funding the Blueprint for Maryland's Future.

Natalia Skolnik
1131 William Street • 21230



Testimony in Support of House Bill 1300 and Senate Bill 1000
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A Sister, Aunt, great aunt, great great aunt, mother, wife, grand mother, great grandmother most of my great grand attend MCPS schools all of the grands have attended or are attending now, from first grade to one just graduated high school

My grands\great grands will benefit from blue print for Maryland's Future, it provides needed resources and ensures success for every student no matter where they are in learning. To promote their successful start in education to becoming the next president, doctor, lawyer, congressman, astronaut whatever they believe they can achieve through this blueprint in this evolving economy.

Henrietta Jenkins
14903 Bradwill Court • 20850



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a grandparent of a six year old in Baltimore and a life-long educator.

I'll repeat what has become a cliché: Every child deserves a first class education. It's been said so often that it's lost its punch but that doesn't lessen the truth of it. The funding recommended by Kirwan can help to ameliorate the decades long slide of Baltimore schools and the attendant troubles that have ensued. We talk about caring for children. I hope the legislature and the governor have the courage to prove that we do.

Philip Yenawine
2417 Brookfield Avenue • 21217



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a Baltimore city resident and a volunteer reading tutor within the public school system.

Each time I walk into the Baltimore city public school where I volunteer, I am embarrassed and ashamed for my city. Students in Baltimore city overwhelmingly suffer from over-crowded classrooms, crumbling infrastructure, and lack of adequate trauma-informed teaching practices. Students living in poverty deserve just as stellar an education as those with economic comfort, and Baltimore's children are not receiving it. As a tax payer and property owner of Baltimore City, I support this legislation because it will serve to address some of the many needs of Baltimore's children and young adults. I want to live in a city in which residents are well-educated and nurtured from the earliest ages via expansion of pre-kindergarten, higher standards for teachers, higher compensation for teachers, and more support for high-poverty schools. Without this legislation, Maryland will continue to be an embarrassment in terms of education.

Joshua Espinoza
S Ann St • 21231



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I am parent of three children in elementary school in Maryland - ages 10, 8, and 5. Like my parents, and like other parents in Maryland, I want our children competitive, well equipped and well prepared for the challenges and opportunities that will present themselves as they grow into maturity. As we all know, a good foundation makes a tremendous difference as we prepare for the future.

As my father used to say, "You can either pay now or pay later." Investing in our education system is small cost, relative to the cost of not investing in our community, our education system, and our children.

Olayinka Kolawole
15505 Finchingfield Way • 20774



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the school counselor for 719 elementary school students in Anne Arundel County.

I am the only mental health professional who addresses the needs of all students in my building. Sixty percent of the time I am the only mental health professional in the building. (My school psychologist is split between multiple schools). Suicidal ideation does not magically appear in middle school--every year I work with parents of students expressing suicidal ideation as young as 7 years old. We know that nationwide we are facing a mental health crisis, especially in our youngest citizens. Marylanders are also suffering. Part of the problem is that the opioid epidemic not only took a toll on our working adults, but their children as well. The Maryland legislature has passed bills the last couple years to promote suicide prevention (Lauryn's Law), drug prevention (Start Talking Maryland Act), and sexual abuse prevention (Erin's Law), but not enough has been done to increase the number of professionals required to actually implement those laws. The Blueprint advocates for the American School Counselor Association recommended ratio of 250 students to every school counselor; not only for the preventative care mentioned above but also so that every child is prepared emotionally and academically for whatever post-secondary option they choose.

Holly Kleiderlein
707 Pine Drift Drive • 21113



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I'm an MCPS graduate and current para-educator

We need EQUITABLE funding for everyone in our schools. PTA's make a large portion of funding for students to be able to go on trips, get supplies, and do after school activities. As a result it's natural that areas with higher income get better funded schools. It's also no coincidence that those areas tend to be whiter. It's unfair for our black and brown students to get the bare minimum and work to barely get by. Even in special education we have more support staff and advocates for help than we do for our equally disadvantage English Language Learners (ELL). When our school's are fully funded for all that education encompasses we can make a difference in the lives of ALL young people. For the young person who pays rent for a room while working at a restaurant and studying English in order to graduate. For the students who NEED calculators as a basic tool for math. For the para educators that try to fill in the gaps when class sizes get too big. Education is important to all of us in society and we need it to be equitable.

Zully Pineda
10313 Brunswick Ave • 20902



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I have been a special education paraeducator in Montgomery County, serving diverse learners in the middle school setting for 13 years. As a supporting services professional, I make a difference in the lives of my students every day. While the work is challenging, we are rewarded with witnessing the growth and development of children who come to us with varying degrees of need--academically, economically, as well as socially and emotionally. As a public school educator, I embrace and accept whoever sits before me in the classroom, often times using my own resources to support my students.

I strongly support the Blueprint for Maryland's Future (HB1300/SB100) as I believe that it will help close the opportunity gap for many students across the state by providing the necessary resources to promote their success. The future of our communities, indeed our state, lies in the hands of our students. When we invest in them, we invest in ourselves! This legislation will enable additional supports and interventions for struggling learners, as well as our rising population of English Language Learners.

Additionally, I support Delegate Jared Solomon's amendment to include support professionals in the bill's funding, as we, paraeducators, directly instruct students, often times across multiple disciplines. Further, by funding the Blueprint for Maryland's Future, our state will be a model for the rest of the country--holding school systems and educators accountable and providing a world-class educational experience for all students around the state, including those who historically have been overlooked and underserved.

Lisa D. Bligen
Laurel Lakes Ct. • 20707



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I am a retired MCPS Instructional Technology Specialist. As part of my 30 year career I taught elementary school and was a Staff Development Teacher/Specialist who supported the Professional Development of teachers. I am a product of Montgomery County Public Schools, as are my two children. My 5 grandchildren attend schools in Frederick and Prince George's Counties where I often volunteer.

I strongly support fully funding all of the Blueprint for Maryland's Future (HB1300/SB1000) and support all five initiatives that will affect students, parents, teachers, and communities. More specifically, I believe the Early Childhood Education will give students the opportunity to enter Maryland's public schools at a leveled playing field with their peers. Data shows that students lacking the preschool experience are behind in kindergarten and many never catch up. I have worked with K-3 classrooms as a teacher, specialist, and most recently as a grandparent volunteer and have observed student frustration, teachers working incredibly hard with little support and parents asking questions. Funding the Blueprint for Maryland's Future will give preschoolers the gift of learning, entering school prepared, and teachers the time and energy to move their students forward with the supports that make teaching possible. Please, make Maryland's Education world-class, one that supports all of our children and sets them on the path for success. They want to be successful.

Lisa Fuller
11112 Lake Breeze Drive • 20878



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I have been an educator in Maryland for 15+ years from a first grade classroom teacher, to a literacy coach, to a district leader. My husband is also a high school teacher in Baltimore City, and our two girls attend elementary school in Baltimore City Public Schools.

I have personally seen the dedication of parents, teachers, and school leaders to improve education for all students. The personal commitment in the schools is strong, but there simply is not the funding to accomplish all that needs to be accomplished. I currently travel the country to support large urban districts develop their literacy programs, and when I look at the financial support of these districts, I know that Baltimore City and Maryland is underfunded. The families of Maryland deserve a world-class education, and we can give it to them.

Lindsay Sullivan
601 Orkney Road • 21212



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I taught elementary school in Baltimore City for five years. Following that, I became the founder and Executive Director of the Baltimore Teacher Supply Swap, a nonprofit that provided teachers and schools with vital instructional materials.

As a former teacher and founder of a nonprofit that supported teachers with vital instructional materials, I experienced the detrimental effects of lack of education funding firsthand. Lack of teacher support contributed to my decision to leave the classroom and was the reason I started a nonprofit to provide the support that the district was unable to provide. Lack of resources and support is detrimental to students' ability to learn and teachers' ability to teach.

Melissa Badeker
3020 Linwood Avenue • 21234



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a father of two 8 year old boys in the public school system.

Our youth can be an asset, not a liability. One of the best ways to ensure they become a strong asset for the future is to ensure they have world class education that is available no matter where they live and what household income they represent.

yosef kebede
5600 wexford road • 21209



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am first generation immigrant in the US, I work with immigrant-origin youth to open opportunities for quality education so teenagers can pursue their dream of going to college.

Immigrant-origin youth make up for the highest rates of school drop-out, and low rates of college access and graduation. Having access to quality education in elementary and high school has proven to be the best tool to youth success. This legislation opens opportunity for underserved children and youth through equity and inclusion, facilitating access to opportunities all children need to succeed in life.

Monica Guerrero Vazquez
Woodlea Ave • 21214



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I am a high school teacher, with K-12 experience, working at Woodlawn High.

I see students every day from chronically poor neighborhoods, who would benefit from beginning school at an earlier age, receiving additional social services, and an increase in international exposure.

Edward Warfield
219 Berrymans Lane • 21136



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I am a neighborhood association president and mother of two who chooses to send my children to public school because I believe building communities builds futures.

I want my neighborhood (and the surrounding communities) to be safe, our homes to increase in value and I want my children to be able to attend public school. We want to live balanced lives where our children know their neighbors, where they can learn in an environment that is safe, diverse with thought and culture and they can see that this is a privilege that everyone not just they, has the right to receive.

Emily Brown
1813 Blakefield Circle • 21093



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I'm a parent of two Baltimore City School graduates and I work in a Baltimore City Charter School. I see daily what our students lack in terms of prior preparation due to the lack of pre-kindergarten and also in terms of financial needs in my current school. We are always struggling to provide the best education for our students with limited resources.

Although I work and live in Baltimore City, I am urging you to pass this legislation for all the students in the state of Maryland. Our students deserve to be educated in world class schools with pre-K, access to vocational programs for those who choose not to attend college, teachers who are well prepared to help them learn and who are fairly compensated, and excellent curriculum and related services including mental health services. We are doing a disservice to our children and this will be manifested in deficiencies as they become adults, and thus detrimental to Maryland, unless the legislation passes this important legislation.

Karen Brown
2434 Brambleton Rd. • 21209



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I am a future parent of Baltimore City public school students. My husband and I moved to Baltimore about a year and a half ago determined to live, work, and raise our family here.

As my husband and I have considered buying a home within Baltimore one of our chief concerns has been the poor quality of public schools in many neighborhoods. It is important to us that our kids, and everyone else's kids, have access to a free, world-class education here in the City.

Lauren Kelleher
14 E Mount Vernon Place • 21202



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a 7th and 8th grade math teacher in Baltimore City.

We all know that the United States is underperforming in education as a whole. For this reason, States need to step up and ensure that all children, no matter where they grow up, are receiving a quality education. This will take more resources, systems, and money. People throughout the US and Maryland continually ask for a system that addresses the needs of individual children, but we never have the resources necessary to give our students what they actually need. This legislation will ensure equitable funding, ensure higher quality teachers stay within the field of education, and will improve the education of children from all various income groups.

Austin Fausnaught
2118 E Pratt Street • 21231



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class preK-12 public school system in Maryland.

I am a parent of a four and two year old

PreK must be expanded!

Nicole Buchholz
1525 Cuba Street • 21230



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the mother of a 9th grader in Anne Arundel County Public Schools.

We have to set up our children for success by providing them with an education that prepares them for a lifetime of meaningful employment.

Jennifer Rooney
1022 Harbor Drive • 21403



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I am a grandparent, have taught higher education, and have worked as a fundraising administrator in higher education.

Fundraising efforts as a college administrator with Boeing and other Navy contractors near Pax River NAS revealed their frustration at having to recruit qualified employees from outside Maryland because potential candidates within the state did not have the talent to qualify. With support from Boeing, we started an after-school science program (elementary level) to "home grow" candidates, a positive but very long-term project. The programs addressed in the current legislation are thoughtfully developed and exactly what are needed to raise educational levels for an economy that demands exceptional skills from a diverse population of Maryland students. Like Massachusetts, Maryland will become more prosperous because of it. It will accelerate, not drain, the economy of our state.

David Deaderick
23155 Mirfield Land, Lexington Park • 20653



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I'm a parent and grandparent of children who thrived in Maryland public schools, attended or are attending first-rate universities and are successful workers, citizens and neighbors.

I want for all of Maryland's children the kind of schools and community supports that have led to my children/grandchildren becoming successful workers, citizens, neighbors. Providing support to Maryland's children from early childhood (80% of brain development occurs by 3 years old) through high school with strategies such as community schools that address their non-academic needs and better trained and paid teachers will help our children/families thrive and lead to healthier, better educated citizens which in turn will lead to a better economy and quality of life in our state.

Rebecca Hornbeck
731 Colorado Avenue • 21210



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the parent of two city school students and I work for children every day with the operation of three schools.

This is a critical time in history and this is the opportunity to provide ALL children in Maryland with the quality education they deserve!

Gwendolyn Unoko
Arabia Avenue, Baltimore, MD • 21214



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a resident of Baltimore City and the parent of a two year old who will be starting school in Baltimore City Public Schools in the next couple of years. I also work with children, families, and communities in Baltimore.

This legislation will ensure that all children in Maryland will have the excellent, world class education they deserve. My own son will benefit and so will thousands of children across the state. They will have access to career education so they can plan for their future, high quality teachers, and health and social supports.

Elizabeth Weber
231 E 25th St • 21218



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the mom of two college students.

My children and their children will benefit from Improvements in education which will make them more competitive for technical jobs going forward.

Sandi Millison
12605 English orchard ct silver spring, md • 20906



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the father of two daughters working in Baltimore schools, and the grandfather of a high school girl attending a Baltimore public high school.

We have neglected a comprehensive approach to educating our children for too long, and some of that neglect is showing up as damaged young people in our streets murdering each other. My daughter's school does not have working water fountains, so what does that tell children about how they are valued? We need more support for teachers and decent places in which to teach.

James Cleghorn
4000 N Charles Street • 21218



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a Baltimore City parent of a current public high school student and a public charter school 3rd grader who has Down syndrome and is fully included in the general ed classroom.

Our public schools are in desperate need of additional funds to make up for years of underfunding - funds that will make possible smaller class sizes, more teacher training, and eventually a revamped formula for determining special education funding will be game changers for my kids.

Elizabeth Zogby
357 Rosebank Ave • 21212



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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February 17th, 2020**

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Parent of two kids, one in Cecil County Schools, one who will be in Baltimore City in five years.

Public schools are among the most important thing we can offer our kids in Maryland, and the best opportunity for providing equitable education. I want to know that no matter where we live in the state, we can count on having facilities and teachers that can support our kids. I believe this bill will make changes we need to make that happen - it isn't happening now.

Rebecca Shillenn
317 E. 23rd St. Baltimore, MD • 21218



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a Baltimore City resident and the parent of a child attending a Baltimore City Public School.

My daughter, as well as all students in public schools across the state, will benefit from the additional funding that this legislation will guarantee. Students across the state deserve to enjoy an equity in the quality of their education, regardless of where they live.

Virgilio Victoriano
2910 Dillon St. • 21224



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I have volunteered for years at the William Paca Elementary School in East Baltimore and see first-hand the unmet needs of Baltimore students. My two daughters are graduates of Baltimore public schools.

When I see the infinite potential in the fourth graders I meet through volunteering in their Paca Elementary School classrooms, I am overwhelmed by the need for smaller classrooms, better educational supplies, and higher level instruction. This legislation recognizes the special needs of students in high poverty areas like Baltimore City. These needs have been unmet for too many generations. Now is the time to give our kids an equal shot at success!

Linnea Anderson
1518 Roundhill Road, Baltimore, Maryland • 21218



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a Baltimore City resident and new mother to a three month old. I also work for an immigration organization that provides educational programming, including a Saturday tutoring program for immigrant children and the children of immigrants.

Young people in Maryland deserve the best possible educational opportunities, regardless of their race or socioeconomic status.

Cynthia Keenan
4284 Clydesdale Ave. • 21211



Testimony in Support of House Bill 1300 and Senate Bill 1000
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Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a retired education professor who also holds an MBA. I believe that American youth compete today with students from other countries whose educational systems are providing students with better preparation for careers and work. We must not fail to provide superior education and skills for all of our sakes.

My grandchildren will benefit both directly and indirectly.

William H. Martin
20 Aintree Road • 21286



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a former teacher from Anne Arundel county.

All of Maryland's children will benefit from this type of education that this legislation will provide!!

Terry Frey
7 Oceans End • 21811



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a Community School Coordinator at a Title I school in Baltimore City.

I support this legislation because I have been lucky enough to be a part of the community school strategy in Baltimore for the past several years and have seen first hand the impact that it can have on students. I am especially excited about the intent to increase the professionalism of teaching and give teachers incentives to stay in the classroom as they increase their success, rather than them feeling the need to leave the classroom to advance in their careers.

Jill Bradley
1800 Washington Boulevard Suite 340 • 21230



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Education is a foundational element of creating a healthy contributing member of society and of creating healthy communities. As a long term citizen of Maryland, I look forward to seeing my grandchild learn with great teachers and great public schools.

I have noticed the demise of technical education and the removal of equipment from our schools. BUT, we need to have it restored so that my grandson can benefit from both the technical and academic aspects of education. He deserves this. Our communities deserve it. I believe it will also be an element of crime prevention because every student will be recognized for his/her own special gifts. Moreover, this legislation, and I have attended several of the regional hearings on the bill, will model for the rest of the country how serious investment in public schools truly makes a difference.

Donna Martin
707 Maiden Choice Lane Apt 8G11 Catonsville MD • 21228



Testimony in Support of House Bill 1300 and Senate Bill 1000
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Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the mother of four Baltimore City public school students.

My children, in Baltimore City, attend exceptional Baltimore City Public Schools. These are choice schools and there are many students trying to secure a space, there are not enough spaces. ALL children should have a SAFE and challenging academic opportunity, not just the few in these prestigious schools.

Robyn Brody
1904 Greenhaven Drive • 21209



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

My two children graduated from Baltimore City Public Schools. I have always been a strong supporter of public education. It's critically important for the health and well-being of our nation.

The educational deficiency in the state of Maryland resulting from the lack of adequate funding and support has created terrible problems, particularly in Baltimore City where I have been a life long resident. Giving children a strong education is not only a human right, but also one of the keys to solving Baltimore's seemingly intractable problems: poverty, un- and underemployment, lack of adequate housing, etc. It's a long list. Without strong public education, these problems will not be solved. Endowing children as young as 2 years and continuing through their childhood with strong, comprehensive education and social support will bring Maryland greater economic growth as well as remediation of all the problems that have stagnated in Baltimore City for decades.

It's past time to remedy the terrible injustice (not to mention constitutionally unlawful practice) of poor, under or unfunded public education and to fully fund a future of comprehensive, excellent quality of education of all of Maryland's children.

Sarah Begus

4000 N. Charles St. #1403, Baltimore Md • 21218



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Attorney/child advocate for 36 years in Baltimore City. Mother of 3 boys who attended a mix of public and private schools

I have seen first hand the devastating effect of inadequate public education has on a young person in Baltimore. My clients have been abused and neglected children, foster care children and special education students. While there are pockets of successful schools in our system, the majority of our children have been failed by the city's education system. I have seen the positive difference the community school model can have and believe the resources provided to the community by these schools should be standard for all schools. Also, we need to compensate and support teachers so that we retain qualified teachers.

Jeannette Karpay
230 Stony Run Lane • 21210



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a middle school special educator who is teaching in the county I grew up in.

I support this legislation because it will broaden and deepen the educational opportunities available to my students.

Jacquelyn Booth
1100 Seaford Ct • 21014



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a grandparent of five school-aged children who depend on their local school to provide them a quality education

My grandchildren will benefit greatly from the kind of career and technical education this kind of legislation provides

Linda
3902 Grantley Road • 31315



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a Community School Coordinator in a Baltimore City Public School. I have worked in Community Schools in the city for 4 years now.

As a Community School Coordinator, I work to connect families and the school community with additional resources that students need to thrive in school and be successful long term. This legislation will not only support many additional schools with a full time Community School Coordinator, but will also build in permanent supports, such as full day Pre-K for students.

Magdalena Tsiongas
104 N Linwood Ave • 21224



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Before becoming my neighborhood Association President and a mother of two children who attend public school in Maryland, I was a College Admissions Director who lived in the Federal Hill neighborhood of Baltimore City.

Fully funding the Blueprint for Maryland's future is a targeted strategy that can affect 44% of our low socioeconomic status communities. Educated people trust in community. Educated people have jobs and people with jobs spend money.

As a College Admissions Director, I shook the hands of former ex-offender drug dealers who desired an honest living but needed coaching to pass a basic math entrance exam. I lived in Federal Hill. I loved the home I invested \$70k of my savings in to renovate. Then a murdered body was rolled out of a car. It landed on the stairs leading to the park where I took my dog to play every day. I promptly moved out of my neighborhood and then out of the city.

My husband, a small business owner and 13 year attendee of private school foresaw our need to invest in public education and to raise the tide as opposed to run from it. I did not agree at first. But he convinced me and we enrolled our children in public school. 90% of our similarly aged neighbor children do the same.

I connected my politically bipartisan community and became neighborhood president. This resulted in more investment of homes and smarter living. We now spend our collective resources on legal consultants, insurance, landscaping and hospitality events. We report solicitors and the only crime we have is car theft when people leave their doors unlocked. We involve the government to improve our neighborhood after we collectively agree on the need. But during the first month of January 2020 we experienced three carjackings and one armed robbery. All five minutes from our homes at establishments I frequent with my children. There is a scarcity of resources across Maryland. It affects us all.

Blueprint for MD's future will improve the value and safety of all of our neighborhoods. By paying for social services on the front end, we will be able to enforce positive life choices for all children. Let's show the world how to embrace the benefits diversity offers.

Emily Brown
1813 Blakefield Circle, Lutherville, MD • 21093



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the parent of two children who attend Prince Georges County Public Schools

I support this legislation because it will benefit all public school students in Maryland.

Sarah Eisen
4001 Jefferson Street • 20781



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I am the mother of Tania Harrison Cone, a student at School 66 in Baltimore, who died at the age of eight from a rare form of lymphoma. Already by the late seventies, this school and other public schools with which I was familiar faced many challenges - lack of resources, insufficient support for the dedicated teachers, and the beginnings of a negative trend for children to drop out of school.

We who are passionate about the students, not only in Baltimore, but around the state, have such an exceptional opportunity to significantly improve Maryland's public school educational system. I join with so many others from every jurisdiction in support of the Blueprint of Maryland's Future Legislation. I implore you not to lose this extraordinary opportunity to create as world class opportunity for Maryland's students and their future careers. How can we not?

jane harrison
4100 North Charles Street,#704, Baltimore, MD. 21218 • 21218



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I have worked in the public education field in Baltimore City for 27 years, first as a City Schools teacher and then at the Abell Foundation as a Sr. Program Officer for Education. Furthermore, I am the parent of two Baltimore City Schools graduates, and my daughter and son-in law have spent over 10 years as teachers in the City school system.

I am in support of the Blueprint for Maryland's Future (HB1300/SB1000). I witnessed the positive impact of the 2002 Bridge to Excellence (Thornton Commission) funding on the trajectories of low-income students in Baltimore City Public Schools until its promised increases were ended in 2010. Perhaps the most important component of The Blueprint is the commitment to equitable funding for children living in concentrated poverty, impacting a disproportionate number of children of color in Maryland. Furthermore, many of the recommended policies of The Blueprint, such as early intervention for 3 year-olds and struggling learners, and expanded career and technical education pathways will greatly benefit these same students. Lastly, the Blueprint creates an accountability mechanism for local government and school systems to invest more deeply in and report more transparently about the outcomes for public education. I urge the committees to pledge support for House Bill 1300 and Senate Bill 1000.

Bonnie Legro
1331 Bolton Street • 21217



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Grandparent of two school age kids...also an RN. We need to make Maryland the greatest educational state. There is nothing more important than our children and their future.

The economy will grow. Crime will go down and health will improve....women can join the workforce!

Susan Anderson
108 Elmhurst Rd. Baltimore 21210 • 21210



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I'm a parent to a young child who will soon be school aged.

I believe my child, and all future children, deserve to have a world class, top tier education. An investment in our schools and children now will pay returns for all generations to come. This is so incredibly important to give children the best chance to be competitive in an increasingly globalized economy.

Patrick Forgione
600 Roundtree Ct, Sykesville, MD • 21784



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

New York public school graduate, father of three Kent County public school graduates and grandfather to three and one more soon-to-be Kent County public school attendees.

State and local government investment in the education of our youth is not a cost, but an investment in the future of our localities, state, country and planet, and should be maximized. This is only common sense, as is the fact that the state should take fiscal responsibility for supplement of its poorer rural and inner city sectors.

Robert Behr
110 North Queen Street Chestertown, MD • 21620



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I have worked as a paraeducator in MCPS for 28 years. One of my daughters went through MCPS with an IEP and she could not have successfully accessed the curriculum without their support.

During my time in MCPS, I have seen the needs of students grow, and the staffing allocated to paraeducators reduced. Most schools will tell you they are understaffed. This means that paras are pulled at any given moment to provide "coverage" during an incident or another staff's absence. This denies the students stable support and disrupts relationship building and trust. There is also a shortage of qualified applicants for para positions because paras are paid too little for the skills, knowledge and support they provide. Market pressures compete with us hiring and retaining the best people. Schools suffer, classrooms suffer, and most importantly, students suffer. Paras and other instructional staff need to be valued and respected for the work they do. The Blueprint for Maryland's Future needs to recognize these staff members as they are providing 25% of the instruction that our students receive.

Sally Murek
Chisholm Landing Way • 20878



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the mother of a special needs son, who, if our schools were properly funded, and had the resources he needed in kindergarten, would have had a far greater chance to succeed in his home school, and not be sent to a private, special needs school in another state on our county and states dime.

There is no doubt our state can do better for our children. They are literally the future; our legacy. With programs like community schools in our poverty-level neighborhoods, proper teacher pay to retain quality teachers, and making certain we have proper resources in our schools sets the stage for our children to succeed. As the mother of a special needs son, I know firsthand that offering proper resources, at the right time, pays in dividends for the rest of that child's life. Without those resources, children like my son have a future that includes failing grades, dropping out of school, getting in with the wrong crowds, drug use, and high suicide rates. Maryland CAN and SHOULD do better than it currently is.

Leigha Messick
7030 Gorham Lane • 2646



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a former high school teacher and still work in the education area. Education is the cornerstone of who we are and what we have become. Everything you and I know we were taught. The high school diploma, college degree, Masters, Doctorate, Law degree, certification, etc. All required education. Make it a priority and not an afterthought. Maryland's future depends on it!

To secure the future of the children of Maryland.

Douglas Hemphill
Indian Summer Court • 21009



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm an educator in BCPSS for 20 years. I have children who were BCPSS students and God-children who are currently BCPSS students.

My students and children will benefit from this legislation.

Tanya Boye
Eutaw Place • 21217



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a research scientist at Johns Hopkins University, partner with Baltimore City Public Schools, and Baltimore city resident.

A strong education for each child benefits our whole society. One child without opportunity is a debt we all end up paying.

Rachel E. Durham
710 W 33rd Street • 21211



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

independent school teacher

For the sake of Maryland's kids

Tom Buck
2810 Andrea Avenue • 21234



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a parent of a 5th grader and 9th grader in Baltimore City public schools. I am also a professor of education.

My children and all children benefit from the additional funding to education that will enable them to have access to a world class education. I am particularly passionate about all kids, not just my kids, having access to the best teachers, curriculum, facilities, and enrichment there is. Only then can we see our way to a more equitable society.

Jessica Shiller
6105 Westcliff Dr • 21209



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a parent of two children who attended public school in Baltimore.

The community's children will benefit for a lifetime!

Elaine Richman
Ivydene Terrace • 21209



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm the mother of a high-achieving 1st grader on the autism spectrum in a low-performing public school in Bowie, Maryland.

I support this legislation because I strongly believe in the promise of a high-quality public school education for every child in the State, and I am willing to pay more in taxes so that every child has the opportunity to succeed. My husband has lived in and paid taxes for our townhome for more than 20 years, investing in PGCPs schools. The Kirwan Commission's recommendations will ensure that that investment has accountability. We owe it to all kids to have excellent, well-paid teachers, adequate counselors, art and music education, and universal pre-K. Please support this bill!

Elle Irby
3520 Easton Drive, Bowie, MD • 20716



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a Media Assistant and Paraeducator.

This legislation will support additional assistance for our special education children.

Susan
5505 Parkston Road • 20816



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a former teacher and member of Indivisible HoCo MD's education action team

We need to retain the good teachers we have - we are losing them far too quickly. We also need to get children from low SES areas ready to succeed in school by providing pre-school, And we need to offer more job readiness training for those who won't attend college

Joanne Locke
8575 Autumn Harvest • 21043



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I was a biomedical librarian until retirement.

It is so important for our society that people know how to ask questions and seek answers.

Phyllis Lansing
715 Maiden Choice Ln# 403 • 21228



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Nonprofit business owner service provider for community.

Working with young people in out of school time program and funding is needed.

Michelle Webb
5510 CEDELLA AVE • 21206



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am in my 8th year as a Special Ed Paraeducator in Montgomery County and also the parent of a High Schooler in MCPS. I have spent my career working with children on their reading and I have seen both Special Ed and General Ed children struggle unnecessarily. I have seen children struggle with rudimentary skills in Kindergarten but not get identified as needing, or approved for receiving interventions until 2nd or 3rd grade. By that time it's already too late for some. We need to reach our children as early as possible.

The Blueprint for Maryland's Future (HB1300/SB1000) is necessary for Maryland's children because this legislation provides the resources needed to make sure that EVERY child in Maryland receives a world class education. The Blueprint will help children who struggle with reading by getting interventions identified much earlier. The earlier reading struggles are identified, the earlier they can be helped. No child should enter Middle or High School not knowing how to read. Not only does the Blueprint allocate resources more equitably to the students who need them most, this plan holds school systems accountable to better outcomes for students. Our students, who have been continually underserved by the current school system, will have more options for success with the expansion of career and technical education options. When we fully fund the Blueprint for Maryland's Future, our Maryland schools will be the benchmark example for other states to follow.

Susan Ostrinsky
18700 Muncaster Road • 20855



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a special education paraeducator who had two children complete their entire education in MCPS.

My students will benefit from the career and technical education that this legislation provides. I know my future grandchildren will also attend MCPS.

Mary Finn
11505 Paramus Drive • 20878



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the mother of two children who are enrolled in kindergarten and third grade at a Baltimore City Public School. BCPS has a policy of school choice, so we are able to send our kids to an out-of-zone school - so long as we can get them there. The school our children are enrolled at is 4.4 miles from home. We pass 7 elementary schools on our way each morning, including one that is just two blocks from home. The reasons we opted not to send our children to our zoned school are plentiful. It does not have afterschool programming to offer our children additional learning opportunities in sports and the arts while we are at work every day. It doesn't have an active PTO that can fundraise to offset the budget shortfalls that BCPS experiences every year. It doesn't even have air conditioning. In addition to that, we live in a neighborhood with a high concentration of poverty, and we recognize that children do not leave their burdens at the school doors. Children in under-resourced communities require additional supports in the classroom if we expect them to overcome mental health issues, trauma, poor nutrition, and related behavioral issues. Teachers who are not adequately trained to support these students cannot possibly be expected to deliver high quality learning outcomes to a class of 25+ students.

We are privileged to be able to independently commute to school daily, so that our children can have the best public education possible. I wish we could receive the same level of education at our zoned school, in our own neighborhood. All children deserve an excellent public education, regardless of zip code. And at the very least, our state constitution requires an adequate public education. We are falling short as a state, and we have an obligation to our children - and frankly to our future selves and our economy - to educate the next generation so they are prepared to take on the challenges of a changing world. The majority of high school graduates in Maryland aren't prepared to take on the challenges of today's economy. We all must do better and contribute towards public education - the time is now.

Suzanne Kashnow
10 N Calhoun St • 21223



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a parent and advocate for public education.

This legislation is essential for getting schools the resources they need to address the varied needs of children. Though the bill requires creativity in finding the revenue, if we don't commit, we will continue to fail generations of children. I want every child to have access to a quality education and the support needed to realize their potential. Please commit to fully funding public education.

Rebecca Yenawine
2412 Madison Ave Baltimore, MD • 21217



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a teacher in Prince George's County and have 2 children.

The high schools I teach at provides a mediocre education. We need more guidance counselors to help students plan for college and career and social services to assist students with a variety of problems. Our computers are from 2012 and are always tied up with testing, not allowing students to develop technology skills needed for a modern workforce. Good educators are regularly leaving our school for jobs with better pay in DC. Our children need and deserve to be better equipped for their future.

Kari Rowe
4216 29th street • 20712



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a parent of 2 children in HCPSS, graduating class of 2025 and 2027.

Maryland public schools are underfunded. Every year in Howard County, the amount of money the county provides for the HCPSS budget falls considerably short of funding needs. Cuts to services have been made every single year my children have been a part of HCPSS. The state needs to provide more funding for Maryland's public schools.

Kelly Balchunas
10930 White Dahlia Drive • 21163



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a parent of 1 child currently in Kindergarten at a private school. I am unable to send my daughter to the local public school because of how much our neighborhood school lacks.

My husband and I spend a major portion of our income paying for private school because my public school is failing. If Kirwan passes, we would be better off because we might be able to send her to public school.

Kristin Salgado
14003 Briston Street, #F, Laurel, MD 20707 • 20707



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a parent of two elementary school students in Baltimore.

I want Baltimore City schools to be fairly funded because all students deserve a great education, including my own.

Chelsea Shudtz
614 pubped way • 21230



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I was born and raised in Montgomery County and I am a grandparent of three children who will be in school in the State of Maryland.

I believe all students are deserving of education in all Counties that are EQUALLY given the money per person. Please share it among these students and Teachers so we will continue to produce intelligent individuals from our school system.

Jonni Giarth
White Sands Drive • 20874



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I was a student of Montgomery County Public School, Attend Montgomery College and now work for Montgomery County Public Schools as a Media Services Technician. After a career in professional theater, television and entertainment technology, I found my way back in education. I also plan on my kids going through the MCPS. Most of my family has or does work in education.

Through this legislation we will find better funding for school. In my mind there is no greater investment that of our futures, The students of today will be the inventors, doctors, law makers, etc... of tomorrow. A building is only as strong as its foundation, This is true of Humans as well. If we can provide a well rounded educational foundation we will create a well rounded educated population of citizens. We owe it to the generations coming to give every student the best education possible.

James Mulhern
Ladd St, Silver Spring MD • 20902



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Retired mcps art teacher. Presently volunteering doing Reading Partners program in Baltimore.

I have two grandchildren who will be attending Maryland schools in a few years. But more importantly I have seen how all children benefit from pre-k and smaller class sizes. Also some children are not interested in college and should have the opportunity for a technical career. The country needs those people!

Terri Lawrence
Steuart St. Baltimore md • 21230



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

As a young woman, I trained to teach high school in Scotland, and taught there for 2 years. Then my husband moved us to the USA, and I taught here for 4 years, until I had my kids. I grew up in a family which whole-heartedly supported and encouraged public schools, and so did I. I am now elderly and retired, but never lost my desire to see public education thrive. .

Now more than ever, with the distractions of the internet and other media, our children are left behind other countries in their knowledge of the crucial basics of logic and critical thinking. Support of our public schools is of the utmost importance.

Anna McNaught
742 E Lake Ave • 21212



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a parent of two kids in Baltimore City and a former City Schools teacher.

This legislation helps to address the systemic racism that has blocked many Black and Brown kids from getting a good education, and growing into their fullest potential through opportunities inside of schools, for too many years.

Liz Simon-Higgs
308 E Randall St • 21230



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a former high school teacher and the grandmother of 3 school-age children.

All our children--not just my grandchildren--need the education for the future that this legislation provides.

Patricia Montley
207 Spring Avenue • 21093



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a Baltimore city resident, parent of two children, and director of a non-profit focused on early childhood literacy. I've lived in Maryland for 20 years, including 17 years in Baltimore. I have spent my entire career in the non-profit sector focused on education.

"There is nothing more unequal, than the equal treatment, of unequals." This quote and sentiment has been at the very core of my professional career and drive to impact the world I live in. All children, families, and communities should have the resources they need to make the choices and decisions they want. But, all too often in our society, access to the services and resources needed to achieve what every citizen should be entitled to, is either missing, poorly funded, or not high-quality. This legislation does not only seek to fill gaps and create opportunity where there is none - but to also serve as a statement and declaration that, in the state of Maryland - we value all people.

Jeffrey Zwillenberg
1304 W 40 St. • 21211



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I've lived and worked in Montgomery for over 35 years. I'm a 27-year employee in Montgomery County Public Schools. But, more importantly, I'm depending on today's students to be well prepared for their future endeavors, long after I'm retired.

My wish is for Maryland to create a World-Class Education and a learning environment where NO CHILD is LEFT BEHIND--and maybe this time around for ALL children. The time is now to close the perpetual or perceived Achievement Gap and for all children to be provided the tools necessary to succeed the best way possible, to prepare for this Century's job market. Not everyone is college-bound, not everyone will hold a full-time job for a variety of reasons beyond their control, but, let's create a learning environment where all children become a credit to society by providing academic and technical opportunities, along with proper job training, for the future success of all to learn and find jobs that provide a self-supporting lifestyle. Maryland's forecasted economic and sustainable growth depends upon creating educational settings that prepare students for the future.

Judith Mills
11205 Maine Cove Drive, North Potomac, MD • 20878



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a parent of a librarian/media specialist daughter and son-in-law who are both educators in Maryland. We have a 2 year old granddaughter who will eventually be attending public school.

I want my granddaughter as well as all children in our community to benefit from the improved academic and "better future" this legislation will produce.

Denise Smith
13401 Burnt Woods Pl • 20874



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a father of two young children who's educational outcomes depend on full school funding.

My children and their peers will benefit from funding that ensures they have a quality STEAM education!

Justin Pickering
Perryman Rd • 21001



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a parent of two (almost 3) Baltimore City Public School students. I am a therapist working in Baltimore City Public schools.

The quality of my children's education is dependent on increased support for our public schools. In particular they will benefit from teachers who are supported and well paid, smaller class sizes, and mental health staff and services in every building.

Shannon Fleming Bray
301 Winston Ave • 21212



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I have worked for MCPS for 28 years--14 in the classroom as a paraeducator and 14 in Human Resources. My three adult children all graduated from MCPS schools and benefitted greatly from such programs as French Immersion, CAP at Blair HS and the Leadership Academy at Kennedy HS.

Our students are facing an increasingly complex and difficult to navigate world. Preparing our students to be successful in college and career and to contribute to society is a huge task placed on our schools and families. We owe it to our students to provide them with the best education to support this effort. That takes funding. As a 70-year old who will soon be depending on the younger generation to support me through whatever life sends my way, I want them to be trained and educated to the best of our ability.

Elizabeth Povtak
Pinewood Avenue • 20901



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the parent of a 1st grader who attends one of Baltimore City's public schools.

I want my daughter to go to a great school and be taught by teachers that are paid their worth for doing such an important job. All our kids in MD deserve access to strong public schools in their neighborhoods.

Corina Lippard
Andre St, Baltimore City • 21230



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I have been a Special Education Paraeducator now for 16 years now, 10 years in Montgomery County one of the premier school systems in the country. I have a case load of at least 30 kids five of whom can not read, and process. I find it appalling that any child can make it to middle school not being able to read. It is everyone's right to be able to read .

All children should be able to read upon leaving elementary school and the Blueprint for Maryland's Future (HB1300/SB1000) is necessary because this piece of legislation provides children to learn properly and change the lives of children making them successful in future endeavors. This is our chance to make things more equitable so the children that really need the help get it.

Brian Spivey
25745 Valley Park Terrace Damascus,Md • 20872



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a grandfather of a child who is in kindergarten right now.

My granddaughter will benefit from the type of career and technical education that this legislation provides.

Daniel Cole
9 North Virginia Ave • 21716



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

My son is a 4th grader at Roland Park Elementary Middle School in Baltimore City.

In Maryland, where you live determines the education our children and others in our community receive. We live in Baltimore City -- a drastically underfunded jurisdiction -- yet my son still has advantages that other Baltimore City students don't have because parents and the PTA supplement his school's budget. At the same time, he had 32 other students in his class from K - 3 and doesn't have the same access to enrichment programming that students in wealthier jurisdictions enjoy. These disparities will be addressed by the recommendations made by the Kirwan Commission. I urge you to support the Kirwan legislation as well as identifying funding sources now -- like closing corporate loopholes -- to fund the commission's recommendations through its 10-year implementation.

Joyce Stacey Mink
214 Longwood Road • 21210



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm the parent of a child who will be entering Kindergarten in the fall.

My child deserves to have a world class education. The children he will attend school with deserve the same. Currently PG Schools need a whole lot of help and fully funding the Kirwan recommendations will provide that.

Krista Clark
3719 37th St • 20712



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Joan

I have been an education advocate for over 35 years. I have followed and supported the 3 previous education funding commission recommendations. I believe if HB 1300 is enacted we will make great strides towards having a world class education for all Maryland's children.

I am excited to support the Blueprint for Maryland's Future's funding legislation. This is the fourth funding initiative in Maryland since I became an education activist. The third the Thorton Commission passed and moved us towards equity until the recession when the legislature stopped fully funding the proposal. I hope with the passage of this initiative we will be on a permanent road to adequate and equitable funding.

Passing a new funding formula means that we can expand career and technical education, provide additional support to struggling learners, significantly increase the number of seats in prek3 and prek4, hire more educators and increase their pay, and create lasting educational equity and a more prosperous future for our state. It won't just improve our schools—it will also help build a stronger economy and prepare our students for the jobs of the future. The time is now to pass a new formula—our kids can't wait.

I am counting on you to help deliver this generation defining legislation and to create a more prosperous future for our students and schools by passing and funding a new funding formula in the 2020 General Assembly session. Together, we can make strong schools work for Maryland.

Joan

402 14th Street • 21842



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a school social worker who has been working in AACPS schools for 15 years, I work with special education students, general education students, homeless students and support families. Mental health in the schools is essential to helping students be successful and manage problems that most definitely spill into our schools. I have been a LCSW-C since 2000. I work very hard and get paid okay, we just don't have enough of us to serve the growing numbers. We need more counselors, school psychologists and school social workers, especially recruiting and seeking more Spanish speaking professionals.

I have seen qualified teachers come and go. Teachers should be paid a fair working wage like other high tech and professional jobs pay. Maryland will not retain qualified teachers. To not fully fund education will take a toll on our society in the long run. We wont be producing productive citizens and we certainly will not be ready to meet the demands of our future. Tech ed programs and trade schools are extremely important as well because these will give education and jobs to students who do not plan to go to college. These are valuable jobs and employers can not fill needed positions because our young people are not being trained to fulfill them. Fully funding Maryland schools and their programs is common sense.

Khristine Smith
130 Severn Ave • 21146



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a parent of a young adult who was lucky enough to go through some of the best schools in Maryland. I live in Montgomery County and the schools in my district are very highly rated. I am a lifelong resident of the state, and went entirely to private schools. When I graduated from high-school, I did not feel that I was prepared for college, although the school I went to was a college-prep school.

I have seen first-hand how the education in public schools can outmatch private schools. They have better teachers, who are more knowledgeable about the subject-matter, and better resources. However, I say that because my only experience is in Montgomery County. My brother lives in Anne Arundel County. He made a hard decision to take his kids out of public school and pay extra for private school because the schools in his area were terrible. Lack of funding, gangs, theft, and lots of security issues made the choice obvious after only a few months. We should not live in a state where the schools are so very different. We should make sure that we prop up the schools and teachers in poorer areas so that everyone has the same playing field. This is our children's future. We need to do the right thing and take education funding seriously.

Cecilia Plante
17416 Evangeline Lane • 20832



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a retired school psychologist and worked in Baltimore City Schools for over two decades.

For many years, Maryland stated that money from the legalization of gambling would result in funding for schools, but the money was funneled to other causes, to the detriment of schools and our students. I believe that investing in the education of our children is the most important cause in the long run. Children are the future and they will be the citizens making decisions that will affect the progress of our state in many ways. Please make sure that they are given what they need to maintain a healthy body, mind and spirit. We will all benefit from this!

Ann Carberry
1544 OAKLEY LN • 210761488



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a Special Education Paraeducator and Media Assistant with MCPS, and have been for 22 years. My school serves students in pre-k through 5th grades including the Deaf and Hard of Hearing students of Montgomery County. My grown children are both graduates of the Montgomery County Public School System.

The Blueprint for Maryland's future (HB1300/SB1000) is necessary for Maryland's Children because this legislation provides the resources necessary to ensure every child in Maryland receives a world class education. The blueprint will drastically change the trajectory for struggling learners by implementing targeted interventions early, and throughout a child's schooling, so no child will enter adulthood suffering from illiteracy again. Not only does the Blueprint allocate resources more equitably to students who need them most, this plan holds school systems accountable to more rigorous outcomes for student achievement that better reflect the new workforce need of our evolving economy. Our students will have more options for success with the expansion of career and technical education pathways.

When we fully fund the Blueprint for Maryland's future, not only will Maryland Schools move from mediocre to world-class, we will provide a blueprint for the nation as well. For these reasons, I urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Beth Molek
25 Parson Grove Ct, Olney, MD • 20832



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Interested Maryland resident seeking quality education for all children regardless of their economic background.

All children will benefit from the increased funding for all educational programs traditional vs. nontraditional programs.

Jackson
408 Warlock ct • 21061



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Baltimore City resident

Quality education is the right of every child.

Lisa Zeimer
Cloverhill Road • 21218



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

When I look back at the personal and professional aspects of my life I realize that their high quality was the consequence of the education I received outside of the USA, an education that was practically free all the way to my Ph.D.

I hold that the youth of this country deserves the same opportunity as I did. Since we all will benefit from a better educated population we should support the effort with our votes and taxes.

Ran Zeimer
Cloverhill road • 21218



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a Baltimore City resident.

I don't believe our children's future should be determined by their zip code.

Kim Wiggins
157 N. Milton • 21224



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm the mother of two fourth graders in Baltimore City Public Schools.

Education is a right that should be equitably and competently provided for all children in Maryland no matter where they live. I should not be excited that after averaging more than 30 students per class for grades K – 3, my fourth graders finally have class sizes of... 26. How can we expect to meet children where they are at and take them to the next level when there are 30 children in a class? For too long, we have been short-changing vast numbers of children by not providing them a strong foundation with which they can move forward to become contributing members of Maryland's society and economy. By fully funding the Blueprint for Maryland's Future, not only will you be telling all children that they are valued and important, but you will also be creating a stronger and more viable future for the entire state.

Justine Abel
4431 Wickford Rd • 21210



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a retired teacher of 44 years.

I believe that education is most important because ignorance is much more expensive.

Ronald Jones
11640 Twin Oaks Drive • 21811



Testimony in Support of House Bill 1300 and Senate Bill 1000
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Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a former MCPS support staff professional and I understand the difference that proper funding can make in the lives of students. Also, proper funding can support attracting and retaining quality educators.

The future of Maryland is at stake. When will we as a state put our money where our mouth is to ensure that ALL students and ALL educators get the resources they need to be successful.

PierAngeli Morrison
8206 Harvest Bend Lane, Laurel, MD 20707 • 20707



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a MCPS graduate. I had two children graduated from. MCPS. As well as a Para Educator.

My students at Piney Branch Elementary School.

Sharon Allison
1033 Pinecrest Drive • 21403



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I have been an educator for over 20 years working in the capacity of counseling, building and central office leadership for three public school systems. In addition, I have trained future educators through McDaniel's Graduate Program for Professional Studies.

Our students are hurting more than ever. We are seeing a steadily increasing number of students with mental health issues. School counselors work with student's academically, emotionally and with their career aspirations. While COMAR passed requiring professional school counselors to spend 80% of their time providing direct services and additional legislation requiring increasing numbers of students to enter college programming, resources to add the human resource of school counselors has not increased in capacities to support this success. I have actually seen counselor with caseloads of 500+ students. The American School Counseling Association's guidelines are fully integrated into COMAR 13A.05.05.02. The American School Counseling Association recommends school counseling to student ratios of 1:250. Our students deserve the best education system in the United States to grow, study and support the vibrant Maryland economy and change some of the negative trends our State has seen recently.

Dr. Steve Burnett
15 Mary Carroll Ct., Pikesville • 21208



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a grandparent of two elementary school students.

My grandchildren will benefit from the career and technical education this legislation will give us. Plus I will benefit from the economic boost improved education will provide.

Mara Braverman
6 Upland Road • 21210



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

My children all attended Maryland Schools. I currently volunteer with Reading Partners.

A dynamic and strong education program requires full funding. Education is a big part of not just our future but of our national security. We can not afford to gloss over the huge importance education plays in our community. Supporting this bill just makes perfect sense for the state of Maryland now and beyond. Make the right choice by supporting this legislation.

Gwen Stewart
4822 Ft Sumner Dr Bethesda, MD • 20816



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a grandmother who attended public schools, sent my children to the Baltimore City Public Schools and have grand children who have attended Baltimore City Public Schools. As a retired university professor I have also worked with many generations of public school graduates from across the state of Maryland.

I am deeply concerned by the fact that fewer than 40% of the children leaving state public schools are adequately prepared for college or to enter other paths that will lead to a well-paying career. I am also appalled that Black, Latinx and low-income students bear the brunt of the historical pattern of inequitable and insufficient funding that has persisted in this state for generations. This legislation addresses both of these concerns by ending under-funding, rewarding sound and dedicated teaching, creating college and career pathways for all students, and establishing a system of accountability to ensure full implementation of these reforms.

Jo Ann O. Robinson
3012 Abell Avenue • 21218



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a returning college student after 15 years who's concerned that educating the future generations is becoming a tertiary goal

Every one in society benefits from education being widespread. It is a right not a privilege

Stephen King
212 Bloomsbury Ave. Catonsville MD • 21228



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I've been teaching since 1990, in Baltimore since 2001. I now teach Baltimore's most traumatized children in a psychiatric hospital setting. Whatever it is that brings them in the door, I know that they need a school team ready to surround them with love and professional capacity as soon as they return to school.

The mental health, special ed, and community school supports this legislation brings will change -- and sometimes save -- lives. The social workers, nurses, and all the other outreach personnel on top of the early learning, instructional, and career readiness improvements can make the difference in whether a child lives up to his or her potential. After being in the classroom for so long in three different states, I am proud of Maryland for taking such great strides towards what makes so much sense and builds such a brighter future for all kids.

Abigail Breiseth
829 Hollins St. • 21201



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I live in Baltimore county and have worked in adult literacy classes with folks who need to train for new jobs. So many lack the basic skills that retraining programs dont work for them.

In order for Maryland to grow, we need students finishing high school with the skills to get a decent job or go to college. If education is not funded at the highest level, then the state will be paying more money to keep people in jail and to hire more police. We should be doing everything possible to stimulate our economy in a positive way rather than causing further decline of our cities and state.

Debra brown felser
2010 jolly rd • 21209



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm the grandmother of three young girls attending elementary and middle schools in the BCPSS and a retired national education advocate for P-k-12 quality education for all children.

It seems as though the Commission was deliberate and thoughtful in using their research to finalize their findings.

Zattura Sims-El
E. 33rd Street • 21218



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I am a paraeducator working in an elementary school in Gaithersburg and have worked with all children grades K-5 for the last 16 years.

This legislation is critical to provide the necessary resources for our very diverse population. We have children arriving on a weekly basis from other countries speaking no English and it's imperative that we provide the resources and staff to ensure that these students, and all students, can be successful.

Anne Collins
18512 Viburnum Way, Olney MD • 20832



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a special education paraeducator with MCPS.

The students in MCPS will benefit from the support provided by the support staff in the school system.

Fern Silva
Clover Hill Lane • 20832



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I am a parent of two children, one who is in second grade and one who will enter elementary school in another 2.5 years. I also work with undergraduate and graduate students and can attest to the critical need for Maryland to have a well-funded public educational system.

Hiring more educators at a competitive salary is critical in our specific school system (Youth's Benefit Elementary School in Harford County) as we are nearly max capacity in class size and lost teachers last year due to budget cuts! On top of the clear need for additional funding in our school system across the state, it is ridiculous for us to expect teachers to work efficiently when they need to take on additional jobs to make ends meet.

Leslie Loving
2711 PARKSHIRE DR. • 21047



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a high school special educator in Baltimore City.

This legislation is important in offering reform to a system that is broken and difficult to navigate. This legislation is responsive to actual needs in the system and research that indicates what areas can be affected.

Julie Merrell
2106 Gough St Apt B • 21231



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a student at Baltimore city college, and I am a member of SOMOS

I support this because me as a student and as a student I would like to see future generations have the best education and diversity

jennifer cajas
Hartwait • 21224



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I go to Baltimore city college, I'm a sophomore, and I am from the United States and my parents are from El Salvador.

I believe this will help me beyond my future career and I want to experience and learn new education in life. I support the High quality and diverse teachers and leaders.

Erick Baires-Zavala
3302 Taylor Ave • 21234



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a resident of Baltimore County.

I believe Baltimore city and county deserve the implementation of the Kirwin Commission to lift it out of the cycle of poor education, unemployment, poverty, and crime.

Ellen Love
3000 Stone Cliff Dr #210 • 21209



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I am an MCPS staff member and I have a son that will be entering K next school year.

I want all students (Including my own children) to have the best possible chance at success.

Lauren Whitney
2609 Woodedge Rd • 20906



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I am a 15 year old, attending my 2nd year at Baltimore City College Highschool.

I support this legislation because I believe that many kids are not getting the education they need to be prepared for college and the many obstacles that it many people face nowadays. This legislation would help the many kids who are seeking for more education and support for their needs.

Lesly Quizhpi
406 Joplin st • 21224



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I'm a Junior at Baltimore City college, I'm also a member of SOMOS. I have been in the Baltimore city public school system since I came to the U.S back in 2014.

High quality and diverse teachers and leaders it's a really Beneficial thing for the Latin community found in the district not only the school teachers but the community leaders

Katherine Banegas-Bonilla
603 N Belnord Ave • 21205



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Im a Para Educator for Rock Creek Valley Elem.

My co-workers and I would benefit. We love our jobs and are passionate about the future of our children. However, it is very hard to survive off of our salary, over half of us our working part time jobs and still struggling financially.

Frances
Apt. 407 • 20852



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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Physician/Executive in Population Health and Resident of West Baltimore

Improved education is the single greatest thing we can do to impact the health of the next generation. The best predictor of health in middle age is a high-school diploma. Improved education at every level will increase the chances of matriculation and graduation, open the opportunity for jobs and higher education and impact health for generations.

Charles Callahan
100 S. Stricker St • 21223



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a retired registered nurse, currently serving in a volunteer capacity as a parish nurse.

To prepare for and execute my professional responsibilities, I required, and luckily received, a well-rounded and comprehensive public education that assured my ability to attain professional status. As a recent retiree, I am acutely aware that for the remainder of my life I am going to need to depend on the next generation to have also to been adequately supported in their public education so that they can also become first-class providers of care. The Blueprint for Maryland's future will provide that kind of education to all of Maryland's children, thus ensuring a deep pool of talent that will be sorely needed as my generation, and future ones, need the best quality health care available from the best healthcare workers available.

William Roberts
1017 Lillies Lane, Ellicott City, MD • 21043



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I am a retired teacher who worked with high school students for 20 years.

I noticed over the course of my career that students in my HS classes were declining in their ability to read fluently. I found this to be discouraging and alarming. We have lost a generation of young people who have such a limited ability to read that they cannot hope to follow their dreams of higher education. The Blueprint for Maryland's Future outlines proven success with strategies for early childhood education and social and emotional preparation for reading. We need to adopt these and all of the recommendations or we will lose another generation of young people who will be under skilled and under employed..

Charlotte Brooks
1510 Idlewilde Ave • 21228



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm mom to a kindergartner and a future kindergartner at a Baltimore City Public School.

I want better for my own kids, but more importantly I want better for ALL kids in Maryland schools. For too long this state (and this country) has failed to serve the needs of students from poorer school districts. I will not stand by and let another generation of children fall through the cracks, while the more affluent turn away and only concern themselves with their own communities. A long-term and sustained investment in our education system will pay dividends far into the future in terms of economic development and crime reduction. Stop putting band-aids on our problems and start actually trying to systematically solve them! You won't regret it.

Jennifer Jarvis
1126 ROLAND HEIGHTS AVE • 21211



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a retired MCPS high school media specialist.

I support the Kirwan legislation because I know that students enrolled in Pre-K do better in school. I also know that students from disadvantaged homes struggle. Kirwan offers support for both of these issues. Please vote for Kirwan.

Mary Ann Todd
13641 Ambassador Dr • 20874



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I'm the mother of 2 children that were in AACo public schools. One went all the way through and the other I had to switch to private bc the public school could not meet his needs which was absurd bc he has ADHD - nothing a public school should be ill equipped to address.

It is WELL past time that Maryland become a world class school system as opposed to a mediocre school system in the scheme of all US schools. We need to give ALL children the education they need and deserve and for far too long, Maryland's children of color and/or those living in poverty fall further behind. We need to help and educate all children, not punish them. We need teachers to be treated like the professionals they are. We desperately need state wide pre-K for the betterment of all individual children, especially those in need and for the future well being of the state of Maryland. How can we justify anything less than a huge investment and top priority for our education, our children, our future?

Jennifer. Haber
634 Dunkeld Ct • 21146



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a middle school Social Studies teacher and represent the 10,000 teachers and support staff as President of the Prince George's County Educators' Association. Both of my children attended Prince George's County Public Schools.

I support the Blue Print Legislation because we must make sure that our 45 new Community Schools receive continued funding. The initial funding was for two years. We must give these schools with high concentrations of poverty the support to continue implementation.

Theresa Mitchell Dudley
5427 Sargent Road • 20747



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a grandparent of 2 school age children and parent of 2 teachers.

I am in support of expanding career and technical education and making teacher pay equitable. Education is a number one priority for all of our futures.

Emily Jackson
Freehold Drive, St Mary's City MD • 20686



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I am a father of two elementary school children in the public school system.

The class sizes are way too large to effectively teach the course material. Teacher cuts have caused many lost programs and classes at the upper levels and I am afraid the opportunities will not be there for my children when they get to middle and high school.

Wade Sewell
Haddon Hurst Ct • 21047



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With a BS in Behavioral Disabilities, a MS in Literacy, and certification as a Wilson Language teacher of reading for students with dyslexia, I am concerned with the level of education I see here in Talbot County. I taught for over 15 years in NJ where IEPs were taken seriously as the legal documents that they are. I mentor students in Talbot County and am appalled by the level of special services delivered to classified and ESL students. One student was entering third grade as a dyslexic non-reader. With appropriate intervention by me for three years, after school and during the summer, as a volunteer, he now reads at a level close to grade level. The district has a "no homework" policy, summer reading is neither required or encouraged, and summer reading and math programs for remediation are not offered. These policies lull less educated parents to believe that everything a student needs is provided to students during the regular school day, during the September-May calendar.

Students in Maryland lag behind students in other states. High school students have modified schedules that do not require 4 years of core subjects such as Language Arts, History and Math.

Barbara Weingarden
8192 Gatherly Circle • 21601



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I provide K-12 science outreach programs and teacher professional development for free to Baltimore City Public Schools through a program called BioEYES.

BioEYES works in over 40 schools in Baltimore City every year. As a result, I have visited the majority of schools in the city and have seen how terrible the facilities are, how few resources the classrooms have, how overworked the teachers are, and how underprepared the students are. Many students need intensive literacy support because they are 1-2 grades behind in reading. Most bathrooms I visit do not have adequate soap or toilet paper, some of the door stalls are missing or don't lock, and the toilet water is yellow. You can't drink the water from the fountains in most of the schools. It's a disgrace.

Valerie Butler
2810 Saint Paul Street • 21218



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I am a retired Baltimore County Public School Teacher and a life-time member of MSEA. Teaching kindergarten was the best job I ever had. Let's be sure that students are really prepared for kindergarten by making Pre-K and 3-year-old programs available for all Maryland children!

Career preparation which is equal opportunity and NOT TRACKED is necessary to assist all Maryland highschoolers to be ready for employment, more training, or a two or four-year college when they graduate. Early childhood readiness for kindergarten and high school graduation preparedness for career or higher education are just two components of the Kirwan Legislation which are vital.

Linda Linzey
76 Pinehurst Road • 21811



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I am a retired physician. I work with the Experience Corps and in after school programs with children from pre-K through high school helping out with reading, math, and science. The children I work with are in Baltimore City in lower performing schools.

I see firsthand every day the benefits that this legislation would bring to lower performing schools and to our great students and hard working parents. Additional funding for smaller classroom sizes and for enhanced curricula and programs is greatly needed.

Diane Dwyer
5702 Ainsley Garth, Baltimore • 21212



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm the executive director of Side by Side, a nonprofit partnering with Prince George's schools.

This legislation is a rare opportunity to remake our public schools into top-rate institutions - improving our teacher corps, improving the readiness of our children to learn in school, improving vocational education. As a Prince George's County resident, I also want the state to better support education in areas like ours that are mostly minority.

Joe Murchison
15808 Kerr Road • 20707



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a former teacher and my 3 children were educated in the MD school system. I also have 2 grandchildren in MD schools.

Many challenges await our youth as they encounter and prepare for the challenges of life. Technology changes quickly and students need the knowledge and expertise necessary to progress in our ever changing world.

Joyce Blackwell
19786 piney point road • 20620



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a retired Home Economics High School teacher.

I pray that every school age child is offered equitable opportunities for learning with all needed resources and acquire essential soft skills to become effective and productive citizens.

Valerie Scott-Dishroom
3701 Chatham Rd • 21215



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a licensed clinical social worker who works in the Baltimore City Public School system.

I can see the areas that need improvement in our schools and the advantages this funding would give to the students.

Betsy Schindler
3407 TOONE STREET • 21224



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a middle school principal in Baltimore County, and the parent of three children.

We all benefit when all schools have adequate funding.

Joshua Wolf
Wingate Road • 21210



Testimony in Support of House Bill 1300 and Senate Bill 1000
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Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I was raised in Anne Arundel County public schools, a highly respected school system, in the 1990s. I was well prepared for my college and graduate programs. I am now a parent of a 3rd grader and Kindergartner in Baltimore City Public Schools and I am actively involved weekly as a volunteer, as a School Family Council Representative, and past PTO secretary. I love our school and the students dearly but I see the effects of the school operating on a shoe-string budget, barely scraping by to meet the minimal staffing needs. I compare the experience of my children to the experience I had in Anne Arundel County public schools and to friends who send their children to private schools and the difference is vast. How can we expect the children of Baltimore City and Maryland to be set up for a lifetime of success if we can't give them an equitable education to what I received in Severna Park? Education with support networks is one of the only possible avenues for some of these students to escape the poverty and violence of this city. An investment in education can stop the pipeline to prison for many of the youth of this city and this state.

I support the Blueprint for Maryland's Future (HB1300/SB1000) because this legislation provides the resources necessary to ensure every child in Maryland receives a world class education. Every child deserves an education whether they come from the city or the suburbs. Schools are not equal but they could be if we invest in them. You have an opportunity to do what is just and what is fair. The current funding formula is NOT working and we must make change now.

Amalie Ward
2411 Briarwood Rd • 21209



Testimony in Support of House Bill 1300 and Senate Bill 1000
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Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the mother of three Baltimore City school students, wife of a Baltimore City principal and have worked with Baltimore City students, teachers and schools for over 28 years.

My current work focuses on early literacy in grades K through 3rd in Baltimore City. Students who struggle need one-on-one attention and/or trained small group intervention and this requires additional funding on research-based strategies. This is true of math as well. We cannot afford continue to allow students to fall through the cracks without providing the additional help they need.

Amy Wilson
E. Fairmount Ave. • 21231



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the mother of two children who attend or attended Baltimore City Schools and I am a Board member at a charter public school in Baltimore.

As a parent but also in my work as a funder and now as a consultant, I have seen first hand what is possible when adults and children have the supports and resources they need to be successful. Unfortunately, far too many adults and children and schools are not getting what they need, some thrive regardless but most do not. The Blueprint lays out clearly what needs to be done, key levers that will make a huge difference for kids across the State to get the education they deserve and for our City and our State to thrive. We know what must be done. Thank you for your work to make it happen - this will be a historic and critical victory.

Lisa Kane
194 Oakdale Rd • 21210



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the Mother of 5, Grandmother of 15, and Great-Grandmother of 6. My husband and I both attended Baltimore Public schools along with 8 of my Grand children and all 5 of my Great Grand Children.

All of my children, Grand Children, and Great Grandchildren have good jobs that support their needs. We want all of our younger generation to benefit from the kind of careers and technical education that this legislation will provide.

Sandra Bailey
7403 Marston Road • 21207



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the mother of 3 students in AACPS and I am an IT teacher

My kids and any future children of this district will be advanced from the tech. ed and this legislation

Wendy Chasser
302 Buckland Court • 21146



Testimony in Support of House Bill 1300 and Senate Bill 1000
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Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Hyattsville resident. Father of a two-year old girl.

My daughter, and all of the other children in this world, deserve access to a world-class education.

Daniel Broder
3929 Madison Street • 20781



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I have been living in Baltimore and benefiting from its educational resources since 1971. My daughter went to neighborhood schools and to Western High School, and I got a bachelor's from The Johns Hopkins. Education is a path to a full life.

It's not possible to have an excellent educational system for cheap. It's possible to have occasional excellent teachers because they are devoted, but not a whole system. We need the Kirwan Commission's recommendations so we live up to our own potentials.

Alice Lium
1500 Ralworth Rd. • 21218



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Mother with a daughter who will start kindergarten this Fall.

So my child, and other children in the state, will receive the education they need to successfully compete in a global economy.

Annie Stewart
New Mark Esplanade • 20850



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

My father was a principal in the Maryland school system for over 20 years. I saw how he had to make do with inadequate materials, low pay and minimum financial resources to ensure that students were prepared to become productive tax paying citizens

Students receiving an education that will prepare them for college and/or technical career will become more productive citizens of Maryland and add to Maryland's economy. It is time that the students' needs come first in Maryland as we consider what is needed to make Maryland's education system a number 1 priority. We must invest in our children and their education if we are to succeed.

Malcolm L Funn
11740 Asbury Circle; Solomons, MD • 20688



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I'm a student who has been in the Maryland Public School System for 17 years.

I have two younger siblings and I don't want them to struggle in school the same way I did because of lack of resources.

Aiara Manning
2702 Marbourne Avenue • 21230



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I am a high school student.

I wish I had this, I want this for the future children.

Kyla-Marie James
Kirk Ave • 21218



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a high school sophomore at Baltimore Polytechnic Institute.

I support this legislation for my younger cousins so that they can achieve and prosper in a fully funded and functioning school district.

Nevaeh Cooper
3808 Copley Road • 21215



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Im a senior at Baltimore Design School

I wish this was available while i was in school. But this is important for the next generation to have

Bryce Gooden
4916 Arabia Ave • 21214



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

As a retired educator with 42 years experience as an Allegany County teacher, building administrator and central office supervisor and administrator, I am aware of how great an impact passage of HB 1300 and SB 1000 will have on Allegany County students.

During my years in education, I have taught and witnessed many students who have gone on to college, graduated and enjoyed successful careers. However, I have also taught and witnessed many students who were not college bound, graduate from high school without the skills for even entry level positions in the 21st century workplace. Many of these students lacked the appropriate career guidance due to the high student to guidance counselor ratio and lack of career and technical education programs to meet their needs. The Blueprint for Maryland's Future addresses both of these issues as well as others that are near and dear to my heart i.e. special needs students and early childhood education. With the learning needs of every student being met through early childhood interventions and with proper career guidance these students can also have successful productive careers that will benefit society and Maryland's economy.

Karen Bundy
108 Washington Street • 21502



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm parent of a child who graduated from Howard County Schools.

I believe all children should have access to stellar education. This legislation will help propel equality for all children.

Becki Tibaldi
Windridge Ct., Glenwood, Md. • 21738



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I graduated from a magnet school in 2016, and I'm about to graduate from the University of Miami with a degree in Neuroscience. I also have 2 siblings in middle school.

I have 2 siblings in middle school and they deserve the best education because they are the future of America. Soon they will be driving, searching for jobs, and applying to college. It's only fair that every student receives a good and safe education.

Maxwell Wray
1412 Thorndon drive bel air Maryland • 21015



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I am the mother of a 4 1/2 year old son who is enrolled in Pre-K this year at Federal Hill Prep in Baltimore City. I am also a lawyer who has worked with disenfranchised people in Washington, DC and Baltimore for my entire 24 year legal career.

I have seen first-hand the result of a lack of investment in the education of our young people. When children feel like that are not worth the investment, they are often compelled to see their options in life as very limited.

Lydia Watts
814 Hollins Street • 21201



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a Catholic grandmother who votes, and who believes all children deserve an excellent education.

The Maryland state constitution mandates a quality education for all our children. Most of our public schools have been underfunded for decades. Systemic racism plays a role: over 40 % of black and brown children attend underfunded schools while only 8% of white students do.

As a result of this underfunding, we are failing too many of our children:

Only 39% of Maryland's 4th graders are deemed proficient or better at mathematics.

More than 60% of Maryland's graduating high school seniors can't read at a 10th-grade level or pass an Algebra 1 test.

Only 40% of today's students are ready for college or a career by graduation.

To remedy these problems, the Kirwan Commission recommends, among other things:

Expanding pre-kindergarten for all four-year-olds and career education for high schoolers and

Increasing pay and career opportunities for teachers and

Increasing state funding for schools with high concentrations of poverty.

These reforms will cost money but the state cannot afford not to educate our children. The future of our state depends on an educated workforce. Under Maryland's present regressive tax structure, the wealthy pay a lower percentage of their income in taxes than the poor do. Modernizing the tax code could pay for the proposed Kirwan changes to our public schools.

There is a growing groundswell of support for finally giving all our children, regardless of zip code, a world-class education. As Archbishop William Lori has said, "None of us should rest until every child in this City, regardless of what school they attend or where they live, has the opportunity to attend excellent, safe and well-resourced schools that meet their individual needs." I agree and strongly urge the committees to give HB1300/SB1000 a positive report.

Carol Rice

406 Northway, Baltimore • 21218



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I'm a parent of three children who will be in 9th, 6th and 3rd grade in the Fall.

Investing in our children is an investment in our future and our city. Personally, my children will benefit from the kind of career and technical education that this legislation provides!

Maxwell Eblaghie
214 Paddington Rd • 21212



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a parent of two Baltimore City Public School students.

The first PTO meeting I attended as a parent, the spring before my oldest child started in the neighborhood school, was a budget discussion. I was shocked to learn that funding was so tight the school was going to have to cut either the art teacher, music teacher, or librarian. We live in the wealthiest state in the most prosperous country in the history of the world. We shouldn't be making sacrifices like this. It's time you passed legislation to fix this problem and make Maryland's schools world-class.

Matthew Shutz
614 Pubped Way • 21230



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a parent of two Baltimore City public school students.

I support Kirwan because public education funding is a social justice issue in Baltimore City.

Amani Surges Martorella
1235 Union Ave, Baltimore • 21211



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a parent of two high school children in Baltimore City Public Schools.

My children may be graduated by the time this legislation comes to fruition, but I am invested in Baltimore City and the public schools system and believe this legislation is absolutely crucial.

Elizabeth Adams Mohan
101 W 39th St. Apt. B1 • 21210



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a parent of two children who will be entering 10th and 8th grade in the fall.

My children will benefit from the kind of career and technical education that this legislation provides.

Shannon Parker
4604 Parkwood Avenue • 21206



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm the mother of two Baltimore City public middle school students.

My boys will benefit from elevating the teaching profession to the high standard and respect it sorely deserves.

Kerry Langkammerer
401 Lyman Ave • 21212



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a city resident whose family mentored a Baltimore City student and saw up close what he did not receive from the school system.

Our mentee needed a technical career track; no one saw his potential and goodness. He needed skills when he left school and he did not have them. He needed the pre-K education that is so important and the after school enrichment that those with means receive.

Sharon Krevor-Weisbaum
2901 Boston Street • 21224



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I am a parent of twin boys who will start Pre-K in the fall

This would create opportunity for my kids to broaden their education.

Devon
Hill Street • 21230



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I am a parent of 2 children, one in the Pre-K of our zoned public school and another who is 2 years old and will also attend the same school in 2 years.

My daughter's public school needs this support for its teachers who are under paid for the great work that they do everyday. We believe in Baltimore City schools and so we support them by sending our children there. My daughters, their teachers and all the school kids need this support to be successful in life.

Laura stella
3032 St.Paul Street Baltimore, MD 21218 • 21218



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

former public school teacher

change is needed,

James Baldwin
142 W. York Street • 21230



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a parent, a teacher for 15 years and a PTO Board Member.

I believe in universal PreK as an educator, I know teachers need better pay to keep the strong and best ones in the classroom, and our state needs to no longer lag behind so many others in support and funding in education!

Rachel Douglas
2505 Eastern Ave • 21224



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the parent of a child in the Baltimore City School system.

I can't think of a more worthy way to spend our money than on education. I have seen the school system in action for 6 years and they simply need more funding. Let us focus on quality educational opportunities for ALL students rather than constantly having to fight for scraps. Where you live shouldn't determine the quality of your education and there is no better way to invest in the future than by properly funding our education system.

Heather Hairston
905 E Belvedere Ave / Baltimore • 21212



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a parent of 3- ages PreK to grade 3

Expansion of PreK is good for everyone!

Kerry McCartney
Binney Stree • 21224



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I am a mom of 4 MCPS students (grades 10, 8, 6 and 5). I also am employed as a Kirwan paraeducator at Jackson Road ES in Silver Spring.

As a Kirwan paraeducator, I see the benefit my time with students is making everyday! I teach four, 30 minute, daily Orton-Gillingham groups to kindergarteners impacting 18 students who would not otherwise be receiving reading interventions. I also meet with 6 second grade math students for 30 minutes daily. Until I was hired, these students were not receiving any intervention support due to lack of staffing available to serve them - they are a year behind in skills! Finally, I serve 6 third graders in reading 30 minutes a day.

Cheryl Shalgian
12602 Royal Crown Dr • 20876



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I live in a Baltimore county neighborhood where most of the children attend public schools, and I hope to someday be a parent.

The children who live in my neighborhood and wider community will benefit from educational opportunities in ways that will impact them for the rest of their lives. I want to live in a neighborhood, city, and state where children have the opportunities and resources that they need to become engaged, fulfilled individuals with skills to give back to their communities.

Paige Finkelstein
27 Snowberry Ct • 21030



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a mentor for two children living in poverty - one elementary and one middle school

My girls are behind in almost every subject and desperately need the kind of help this legislation will provide.

Kimberly Richer
Boucher Ave • 21403



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I'm an entrepreneur, and educator with 14+ years of project management, strategic planning and change management experience. I've spent most of her career in education, as a teacher and in various district management roles within Baltimore City Public Schools. In 2015 I started NLD Strategic, an equity-focused management consulting firm that supports strategy development, implementation, and measurement in social impact organizations and businesses.

I have worked on initiatives over the years that touch on just about all of the recommendations included in the legislation. As a former teacher and then a leader in Baltimore City Schools, I worked on policy that sought to pay teachers more meaningfully. I believe in teachers and I know first hand how hard they work, how much they care, and want to see them prepared and paid as the consummate professionals I know they are. Additionally, I've worked to understand the experiences of former CTE students in support of The Fund for Educational Excellence 2018 study. Our students need a major overhaul in CTE. Current programs throughout the state and many states in the country are antiquated and students won't be prepared for work in this century. Maryland has a huge opportunity to implement a successful model through this legislation.

Nakeia Drummond
9735 Eustice Road • 21133



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a parent of a 1st grader at Hampstead Hill Academy

My daughter will greatly benefit from the technical education and choice of career that this legislation provides.

Alison Bucklin
613 S Streeper St • 21224



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House Appropriations and Ways and Means Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a parent of a High school student and teacher.

My daughter and all children deserve opportunities that will prepare them for the future. The kind of career and technical education this legislation provides will be a great benefit.

Monica Lindsey
Woodward Court • 21402



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I taught 34 years in Prince George's, Charles, and St Mary's Counties Public Schools. Please give our future leaders a chance for a great education by providing Pre-K for them. Our Country's future depends on the education of our children.

Working parents need to know their children are in a great learning environment. Pre-K is one tiny step in the right direction toward their education. Great AMERICAN leaders should put education about all else. AMERICA should be First in the World in Education, at this time we are not.

Rebecca Bentoni
17721 St Inigoes Road • 20684



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a teacher in the city schools system

The students I serve will benefit from this legislation.

Stephen Frederick I am a teacher
306 Townleigh Rd • 21136



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

As retired Job Trainer and Safety Director of SMECO for 40 years I know how important a good education is for our work force. Education cannot begin too early and good educators can make good citizens. Good citizens are people who can support their family and contribute to their community,

For the future of our country we need early education and positive, professional teachers for our children.

Huntt Benton
St Inigoes Road • 20684



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the father of a 3rd grader and a 5th grader in the Baltimore City school system.

My children will be prepared to think independently, read critically, write clearly, ask and answer scientific questions, and use mathematics skillfully to meet their needs. Also, they will learn, discover, and play side-by-side with their neighbors. I believe strong public schools may be the most effective way to integrate and build community. (Weak schools will do the opposite).

Stephen Berry
5208 Springlake Way / Baltimore • 21212



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Delores

I am the mother of two adult sons who were educated in both private and public schools and the difference in the quality of education is astonishing.

I am the grandmother of seven who have been and are educated in both systems and the differences in the systems continues to be inferior from one school district to the next.

Delores A. Moore
Latham Rd. • 21207



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I have been concerned for many years about the decline in the quality of education for our children.

I support this legislation because it is a very comprehensive approach to improving education for all of Maryland's children.

Lauretta Grier
5665 Long Beach Road, Saint Leonard, Maryland 20685 • 20685



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Sandra Whitehurst

I have grandchildren, nieces, neighbors, and church members that will benefit from this kind of career and technical education. I am a retired female mathematics teacher who is proud of the young ladies who have successfully entered the technical field .

Sa dr
1311 E. Federal St. • 21213



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I have three kids in the school system.

My kids will benefit from this legislation.

Aruna Gajera
Morningside Lane • 21043



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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February 17th, 2020**

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the mother of two grown sons who attended school in Severna Park MD

Our children need the resources and services that this legislation will provide.

Abbie Ellicott
682 Dill Ct. Severna Park • 21146



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a parent of two children. One is a third grader and the other is a fifth grader in Harford County.

Education needs to start coming first. We don't treat teachers as the incredible professionals that they are and our children suffer for it.

Heather Sewell
2414 Haddon Hurst Ct • 21047



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a grandparent of 3. One child is in 5th grade and 1 will start pre-K in the fall.

I am deeply concerned about the state of the schools that they will attend. This legislation, if passed, will give our schools the resources so badly needed to be competitive. A strong education is an essential foundation for building a better Maryland. Do not delay! Please vote to fully fund our schools.

Paige Bacon
6500 Alta ave • 21206



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020**

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm an educator of 30+ years in Maryland whose daughter graduated from a MD public high school 2 years ago.

I've been an educator at a time when MD was #1 in the country and it's imperative for the success of our future that we invest in our schools so that we return. Anything less is unacceptable. As an educator in Somerset, I know that I must meet the same rigorous qualifications as a teacher as someone in Montgomery or Anne Arundel, yet I am nowhere near compensated for meeting those requirements. Our students must meet the same graduation requirements, yet our schools have fewer resources. Passing Kirwan evens the playing field for our students with few advantages. Please invest in our students. The costs are too high for MD if we do not!

Karen Smith
11971 Somerset Avenue • 21853



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a concerned citizen who raised 3 children and used a mixture of public and private schools. More recently I mentored a student from a Baltimore City School and I was disheartened at the low level of learning basic skills that went on with him still being passed on to the next grade. I know what a good education costs from paying for private school and I know that we have to spend more on public education to give a good education there. I also know that there are many students who do not belong in purely academic school placements, but are smart and talented and would be better served by technical training in public schools, which should be tailored to jobs that are available in the market. Also, all schooling needs to include practical skills such as how to handle a checking account, buy insurance and what that is, etc. These skills are necessary for life, but almost entirely ignored by our education system.

The Kirwin study is a well reasoned and serious plan the function of which is to improve education in this country. We are falling behind other countries. It is time we make paying for truly important things a priority and stop funding wealthy corporations with tax cuts and loopholes that create few jobs and mostly further gross income inequality in our Country.

Harold Weisbaum
2901 Boston Street, Unit 211 • 21224



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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February 17th, 2020**

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a mother of a 3rd grader and a kindergartner

My children need the kind of education this legislation will provide to grow into adults who can help solve problems in our ever-changing technology society and environmental issues.

Amanda Korpon
Hyden Court • 21047



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I have been a teacher (both gen ed and special ed) in Howard County Schools for 28 years.

As a teacher, it is my job to provide the best education I can for every child I teach! I put my heart and soul into everything I do. The amount of money I spend out of my own pocket, to buy items for my classroom is exorbitant. This is because our schools are totally underfunded. When resources and funding continue to be cut and class sizes continue to be increased EVERY CHILD in the state of Maryland suffers! Make no mistake currently Maryland's educational system is BROKEN! When my hands are tied, due to understaffing for significantly challenged special ed students again, EVERY CHILD in the class SUFFERS! It is said that "children are our greatest resource " they truly are "our future". If we don't provide outstanding education during their formative years, we will pay for it in the end. I am begging you to fully fund the Blueprint for Maryland's future. I have done my job, I am now asking you to do yours!

Susan Toler
Manordale Lane, Ellicott City • 21042



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I have two kids who will be in 5th and 1st grades in the fall.

All kids in City Schools will benefit from eliminating chronic funding shortfalls by fully implementing the Kirwan recommendations.

Nick Funk
None • 21230



Testimony in Support of House Bill 1300 and Senate Bill 1000
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Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a former middle school Spanish teacher living and working in Baltimore City.

I believe that all children deserve a high-quality education. This legislation will ensure that school districts are equitably funded, thus supporting all students across the state.

Micaela Perez Ferrero
S Ellwood Avenue • 21224



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a grandparent of a R"CV student and will also have two other grandchildren in the system next year.

My grandchildren will benefit from the kind of career and technical education that this legislation provides.

Chata Raye K Smith
Pecan Drive • 20853



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a parent of a current Baltimore city public school 1st grader, Pre-K, and a two year old.

My children will benefit from this legislation- and legislation such as this increases the likelihood that families will choose to stay in the city contributing to a vibrant, family oriented city.

Anat Gimburg
511 s hanover st • 21201



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a longtime Baltimore City resident and raised my family here. I love this city and this state.

An investment in our children is an investment in their lives and the future and vitality of Maryland. We must do far better for our children if we are to make the positive changes we seek.

The Blueprint for Maryland's Future (HB1300/SB1000) is necessary for Maryland's children because this legislation provides the resources necessary to ensure every child in Maryland receives a world class education. The Blueprint will drastically change the trajectory for struggling learners by implementing targeted interventions early, and throughout a child's schooling, so no child will enter adulthood suffering from illiteracy again.

Not only does the Blueprint allocate resources more equitably to the students who need them most, this plan holds school systems accountable to more rigorous outcomes for student achievement that better reflect the new workforce needs of our evolving economy. Our students, who have been historically underserved by the current school system, will have more options for success with the expansion of career and technical education pathways.

When we fully fund the Blueprint for Maryland's Future, not only will Maryland schools move from mediocre to world-class, we will provide a blueprint for the nation as well.

For these reasons, I urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Miriam Lupien
324 Saint Dunstons Road • 21212



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I have two kids graduated from MCPS

I want children have the opportunity to explore the tech world.

Grace
19401 Crystal Rock Dr, Germantown • 20874



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a retired Special Educator and an education advocate.

Maryland's children have benefitted from our high standards for education over generations. To continue to provide the needed services and programs for our children, and to prepare the next generation with the tools needed to meet the demands of the future we need this comprehensive approach to funding.

Bonnie Bricker
Park Forest Circle • 21075



Testimony in Support of House Bill 1300 and Senate Bill 1000
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Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a school social worker in Baltimore City, and the parent of two children in Baltimore County Public Schools.

I support this legislation because of the funding it will provide for mental health and support services for immigrant and English Learner students. The students I work with in Baltimore City have suffered so much in their home countries and in the journey to get to the United States, and face so many barriers in accessing an education here in Baltimore. This legislation will allow for more social workers to support the refugee, immigrant and English Learner populations who so desperately need more help!

Eric Haber
7108 Bristol Road • 21212



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a mother of a special needs child in 5th grade

So that children can receive the education they deserve.

Dianne Henry
Flowerstock Row • 21045



Testimony in Support of House Bill 1300 and Senate Bill 1000
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Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm the parent of two children who are currently enrolled in 10th and 7th grades in Prince Georges County public schools.

I support this legislation because Maryland needs to address the systemic inequities that are long established within the school systems statewide and this legislation will begin to value teachers as the professionals that they are and expected to be.

Christine Williams
4001 Ingraham Street • 20781



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I have been a special education paraeducator in Montgomery County elementary schools for seven years. I have worked with students with autism, dyslexia, dysgraphia, Down syndrome, emotional disabilities, seizure disorders, vision impairments, and other conditions.

The reasons I support this bill are very simple:

- 1) There are not enough people who want to be teachers.
- 2) People will do a job if they feel they are valued for it.
- 3) Institutions show what they value by how they spend money.

If we want to convince talented people to become teachers, then Maryland needs to show how much it values education by spending money to improve it.

Alex Poetzschke
12308 Triple Crown Road, North Potomac, MD • 20878



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the parent of two daughters who are in 3rd and 5th grade at their zoned public school, the Mount Washington School, in Baltimore City. I personally attended public school in Baltimore County from 2nd grade through high school graduation. I believe that public education is important to my family and to the stability of our neighborhoods and our city.

The Blueprint for Maryland's Future (HB1300/SB1000) is necessary for Maryland's children because this legislation provides the resources necessary to ensure every child in Maryland receives a world class education. The Blueprint will drastically change the trajectory for struggling learners by implementing targeted interventions early, and throughout a child's schooling, so no child will enter adulthood suffering from illiteracy again.

Not only does the Blueprint allocate resources more equitably to the students who need them most, this plan holds school systems accountable to more rigorous outcomes for student achievement that better reflect the new workforce needs of our evolving economy. Our students, who have been historically underserved by the current school system, will have more options for success with the expansion of career and technical education pathways.

When we fully fund the Blueprint for Maryland's Future, not only will Maryland schools move from mediocre to world-class, we will provide a blueprint for the nation as well.

Kathryn Vaeth
5704 Ranny Road • 21209



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a Baltimore City resident and parent of a 10th grader and 8th grader. They have attended BCPSS their entire lives.

Our children deserve the best possible education. Updating the physical structures and technology is essential to their opportunity to learn and grow intellectually and emotionally.

Elizabeth Saylor
5017 Roland Ave #2 Baltimore MD 21210 • 21210



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a middle school teacher in Baltimore City.

My students have so much potential, and this legislation will ensure they receive the education they are worthy and deserving of. It's time to give all students real access to a high-quality education.

Maryrose Hembd
31 Ironwood Court, Rosedale, MD 21237 • 21237



Testimony in Support of House Bill 1300 and Senate Bill 1000
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Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I have been a paraeducator in my own home school for 22 years.

Times are changing. The home/school model has dramatically changed the dynamics of the school I love. Funding is required to keep up with the ever intensifying needs of these children. Please support funding for paraeducators.

Suzanne Hickey
5208 Gretchen Street • 20895



Testimony in Support of House Bill 1300 and Senate Bill 1000
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Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a parent of two children - one in 4th grade and one in 8th grade.

These children are our future society. We need to provide the best resources and our schools are struggling to meet all the kid's needs.

Kathy Osborne
Hobnail Court • 21045



Testimony in Support of House Bill 1300 and Senate Bill 1000
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Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the parent of two children in Prince George's County Public School System, a 6th grader and an 11th grader. Over the past 11.5 years, I have served in many volunteer roles including elementary school PTA President, middle school PTSO President, and a member of the PGPCS Board of Education Parent and Community Advisory Council. I am also an active member of the Prince George's County Advocates for Better Schools.

As I have become more engaged in the public school system over the past 10-12 years, I have seen more and more how the inequity in the system impacts our community. It is heartbreaking as a parent leader to hear the stories from fellow parents struggling to get their kids proper support for IEPs and 504s, or working to move them from schools with inadequate facilities, or praying for a lottery slot because they think that will give their child a better chance. I support them as best as I can, sharing my knowledge or school policies and central office staff, but even the CEO and Board of Education members are limited when they simply do not have the funding to support everything our children need. This is particularly acute in neighborhoods with high poverty or high concentrations of English Language Learners. All children in Maryland deserve a high quality education. That means all children deserve access to early childhood education and early intervention programs. All children need school counselors and proper mental health support. All children need opportunities to find a college or career path that suits them. Children are not data points to be merely tracked and pushed along to graduation. For the state of Maryland to thrive, we need to ensure a bright future for students of all races, colors, genders and socioeconomic levels, and that starts with insuring equity in our public school funding.

Lori Morrow
Tallow Lane • 20715



Testimony in Support of House Bill 1300 and Senate Bill 1000
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Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a para for special ed, and a grandmother of 4 in that are in K, 3rd, 9th and 12th.

I think my grandchildren will benefit from this technical education.

Monica Sewell
18008 BRANCHWOOD LANE • 20860



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a Strong School Maryland member. For several years I have volunteered at Gaithersburg Elementary School one day a week to assist second graders who need additional reading support.

The second grade students I am working with would have benefited from pre-K school and additional resources for them and their families. Some have never been to the museums on the mall or the zoo. Some come to school hungry on Monday. At some homes no English is spoken. Others come to school afraid they will be deported. The holistic approach recommended in the Blueprint is essential for the student's personal development and the future economy of Maryland. Better pay and training for teachers will attract even better teachers and instill a life long desire for learning in more students. More trade school education is needed as for many students college is not the ideal or preferred path. Fully funding the BluePrint recommendations must be the highest priority of every legislator.

Trip Rothschild
11921 Gainsborough Road • 20854



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Parent of child starting pre-K

My child will benefit from this kind of career and technical education that this legislation provides

Angela Lopresti
1328 south Hanover st • 21230



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a sign language interpreter and have been working for MCPS for 12 years.

I have interpreted for students, grades k-12, many who have come to the county with no language at all. While it is not my job to teach the children, it is my job to facilitate communication and it is rewarding to see them make progress. Many though, struggle all the way through their school years and struggle to write sentences and read. I do see staff working diligently to bridge the gap, but many still fall through the cracks. I also see time that is spent on trying to work with students with behavior issues. While all students deserve equal education, how equitable is it that one student disrupts the learning of so many others?

All children will benefit from this legislation. There should be opportunities for all, academic, career and technical education included.

Vicki Brown
P.O. Box 343 • 20777



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I volunteer in the Baltimore City Public Schools

This legislation will provide the much needed resources needed to support the amazing job teachers are doing.

Beverly Randall
8306 Charmel Drive • 21244



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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February 17th, 2020**

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am an employee who has worked in MCPS for 16 years as Special Ed Support, Data analyst and testing support and writing support.

I fully support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to transform Maryland's early childhood, primary, and secondary education system to the levels of high-performing systems around the world.

As I said earlier, I am an employee who has worked in MCPS for 16 years as Special Ed Support, Data analyst and testing support and writing support. I have seen children come into their current grade levels years behind and had to work extremely hard to improve. We are currently seeing a reading and writing deficiency like none before and we need to do something about it. Our current system is letting thousands of students fall through the cracks and we are releasing them to a world that they are not prepared for.

The Blueprint for Maryland's Future (HB1300/SB1000) is necessary for students in Maryland because it provides resources that are essential to ensure every child in Maryland receives a world class education. The Blueprint will drastically change the direction of struggling learners by implementing targeted interventions early, and throughout a child's schooling, so more children will not reach adulthood without the ability to read.

Blueprint allocates resources more equally to students who need them most. The plan holds school systems accountable to more rigorous outcomes for student achievement that better reflect the new workforce needs of our evolving economy.

Our students, who have been historically underserved by the current school system, will have more options for success with the expansion of career and technical education pathways. When we fully fund the Blueprint for Maryland's Future, not only will Maryland schools move from mediocre to world-class, we will provide a blueprint for the nation as well.

For these reasons, I urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Rick Bergmann
8 Center Street • 20723



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Parent of 3 MCPS graduates (2 are teachers). Grandparent to an incoming K student. Teacher, then Sub for Many years and now a Special Education Paraprofessional.

Our school children need more funding for technology and smaller class sizes with more support personnel and longer hours for support staff to help close the gaps in learning.

Catherine Obendorfer
21521 Manor View Circle in Germantown • 20876



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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February 17th, 2020**

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Youth Arts Education & Leadership organization

Serving for over 16 years, We have seen the benefits of this type of access positively impact lives of youth.

Leaders of Tomorrow Youth Center
1120 N. Charles St. • 21201



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a public high school English teacher in Montgomery County Maryland. I have been teaching high school students for over 15 years.

I support this legislation because continuing the function of the Composition Assistant or ECAS is essential for the smooth operation of my English classes. Not only does the ECA play a vital role in helping to provide feedback and guidance on essays and narratives students write for the class, but the ECA, Kate Simpson, is essential in her instructional assistance in our classes with high percentage of IEPs, 504s and FARMS. She coaches individual students, returns students to on task work, assists students with writing, identifying argument, and lifting students who are feeling down. She is a counselor, teacher, aid, editor, proofreader, confidant, and advisor all in one. I cannot run my H English 11 class without her.

Catherine Byrne
14322 Yosemite Court Rockville MD 20853 • 20853



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a World Language Department Chair, IB French Teacher, parent and product of Baltimore City Public Schools.

I became a teacher to help students from my city and through the years, I have seen the effects of financial neglect on our students' abilities to have adequate resources or opportunities found in other districts. Passing this legislation will give the much-needed finances to renovate our buildings, purchase resources and staff our teams properly.

Monica Jefferson
3813 Terka Circle • 21133



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a Special Education Paraeducator in Montgomery County, MD.

Our school is understaffed and our current budget doesn't cover basic needs for the year.

Edmund Cleary
13909 Congress Drive • 20853



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020**

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Grandparent of eight, former MADD CEO

We have allowed generation after generation to be locked into poverty. We must break the cycle!

Chuck Hurley
5 Park Place, #731 • 21401



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a community member who is concern about our children's education

I think that our children's education should be a priority.

Edith Gilliard
1321 W Saratoga St • 21223



Testimony in Support of House Bill 1300 and Senate Bill 1000
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Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a parent who sent my daughter to the Baltimore City Schools through 8th grade & the grandparent of a student in the 10th grade at a Baltimore City high school.

For the last 7 years I have volunteered at an elementary school in E. Baltimore. We have noticed that the reading level of the students has declined during that time. When we first started the majority of the 4th graders were reading at grade level. Now the majority are reading below grade level. This legislation will ensure that the students will get the services they need to be successful.

Roberta Van Meter
Clipper Park Rd. • 21211



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a teacher in Prince George's County schools. I have taught in elementary and middle school for the last 20 years.

We need you to pass the Kirwan commission so that all of our students will have a quality education. We desperately need new schools buildings for our students. That would allow for us to have smaller classes so students can learn and teachers can teach. Right now, there are many schools over capacity and it presents a challenge for everyone. I am currently a teacher at Charles Carroll Middle School in Prince George's County. Our building is over 100% capacity. We have 16 temporary buildings outside. Not only is this not an acceptable learning environment for our students but this presents a real safety hazard. Students who are in temporary buildings are a "soft" target for shooters and for individuals who may prey on school buildings. Additionally, Many of the schools are wrought with health problems such as mold, unclear drinking water and lead. After complaints and an outcry from the community, my school was recently condemned by the board of elections as a voting precinct. If this school is not good enough for voters than it certainly is not good enough for our children who are the future generation.

We need Kirwan to pass so that we have the funding for special services such as community schools. Many of the students come with emotional trauma that impacts their learning. Teachers are not equipped to address all of the social and emotional problems that students have. These issues then present behavior problems in the classroom. I fully support community schools so that we can address the whole child. This approach to teach the whole child is critical to making sure students are ready to learn.

Kirwan needs to pass so that we can pay teachers more. Teachers salaries are still lagging behind other professionals with the same level of education and experience. Many teachers are leaving the profession within the first 5 years because the pay is not adequate for the ever increasing workload. Teachers are expected to do more and more and the salary is not commensurate with the level of paperwork, testing, and overall workload. The state of Maryland has also reduced the amount they contribute to retirement system. So as a result teachers are now expected to close the gap by contributing more money.

For all these reasons and more we need to pass the Kirwan commission this year. Our schools are severely underfunded in Maryland. We can not afford to continue to underfund our schools. If we want an educated workforce in the future, we must invest in education today!!!

Monica Roebuck
3313 Mont Clare Lane Bowie • 20715



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a rabbi and leader of Bolton Street Synagogue, a Jewish congregation in Baltimore with many students of all ages.

I see how many of our students are challenged by the small amount of resources in our city and in our state. They will benefit by safer buildings, more resources, and increased teaching staff to help navigate a better future.

Rabbi Andy Gordon
3906 Cloverhill Rd, • 21210



Testimony in Support of House Bill 1300 and Senate Bill 1000
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Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I worked with students for the past 13 years. Also, both my own kids graduated from MCPS. I really think, support service deserves any monetary incentive. The cost of living is getting higher and is almost impossible to pay bills.

Everyone will benefit from this, specially support service that are working so hard and want to continue with their education as well.

Eliana Alegre
207 Cork Tree Ln. Rockville MD • 20850



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a mother of three, two of whom are in a public Baltimore city elementary school and one who will start in three years.

I am lucky to have found an excellent public elementary school in Baltimore with extremely dedicated teachers and administrators, but see how much the school struggles to fund essential staff and services.

Attia Goheer
219 Paddington Rd • 21212



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a parent of two children who are in 3rd and 6th grades in PGCPs. My children have only ever been educated in PGCPs and while both are TAG-identified, it is not a helpful designation as the advanced instruction is nonexistent at the elementary school level, and in passing at the middle school.

Maryland has touted itself as a world-class education state, but this is inaccurate. It is extraordinarily important that we support House Bill 1300/Senate Bill 1000, to give a proper foundation to the education of our children. Beyond the Talented and Gifted Program that I referenced, our children need safe learning spaces with classrooms that are not so packed to render instruction fruitless. We also need children who are learning and not being taught to the test. Finally, we need mechanisms to identify and address those children who are struggling to learn in a traditional school setting without sacrificing learning opportunities for those who are on target or more advanced than their peers.

Joanne Wilson
Viser Court, Bowie, MD • 20715



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

My two adult children attended and graduated from MCPS, and now my grandchild attends 1st grade at an MCPS school. I have worked for MCPS for over 25 years and am currently an English Composition Assistant.

My grandson needs the kind of career and technical education that this legislation provides.

Bonnie Gonsalves
12003 Leatherbark Way, Germantown, Md. • 20874



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the parent of two children that have completed school at MCPS.

The Blueprint for MD's future (HB1300/SB1000) is necessary for MD's children because this legislation provides the resources necessary to ensure every child in MD receives a world class education. The Blueprint will drastically change the trajectory for struggling learners by implementing targeted interventions early, and throughout a child's schooling. so no child will enter adulthood suffering from illiteracy again. For these reasons, I urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

April Strumpf
17324 Buehler Road Olney, MD • 20832



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I have worked for MCPS as a Home and Hospital Instructor, Math Paraeducator, Substitute Teacher, Dual Enrollment Program Assistant, and currently, an English Composition Assistant. In addition, both my children graduated from Montgomery County Public Schools.

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to transform Maryland's early childhood, primary, and secondary education system to the high performing educational systems around the world.

The Blueprint for Maryland's Future (HB1300/SB1000) is necessary for Maryland's children because this legislation provides the resources necessary to ensure every child in Maryland receives a world class education. The Blueprint will drastically change the trajectory for struggling learners by implementing targeted interventions early, and throughout a child's schooling, so no child will enter adulthood suffering from illiteracy again.

I urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Christine Aaron
5205 Gretchen Street • 20895



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

As a Maryland taxpayer for the past 33 years.

I am proud of living in a state that values learning. I am currently a support staff in a high school English Dept. where I support struggling learners on a daily basis within the classroom and providing one on one assistance during lunch period. This resource is critical to the students' success - be it a freshman who is struggling with grammar skills or comprehension, or a senior who needs help with a college essay. I am there for them. I support House Bill 1300 and Senate Bill 1000 (Blueprint for Maryland's Future) because it expands career technical education, which is critically missing as an option for many students, and because it provides funding for school support staff for struggling learners.

Laura Prizzi
18528 Cape Jasmine Way, Gaithersburg, MD • 20879



Testimony in Support of House Bill 1300 and Senate Bill 1000
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Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a long term resident of the Ednor Gardens/Lakeside community and grandmother of two children attending Baltimore City Public Schools.

As an active member of the Episcopal Cathedral of the Incarnation, and leader of the Cathedral Strong Schools MD team, I am writing in support of passage and full funding of the Kirwan Commission recommendations. Over 100 Cathedral members recently gathered for our 2020 Annual Meeting, participating in extensive small group discussion about Social Justice. Surveyed on their priorities from a list of issues, the top three areas of concern were clearly: Education/literacy, Hunger/poverty and Racism. Education topped the list, chosen by 67 participants. And clearly, educational equity addresses all three of our top concerns. Our members are following your efforts closely. Thank you for your work to fully fund "Kirwan" this year.

Joan Stanne
904 Chestnut Hill Avenue, Baltimore, MD 21218 • 21218



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a 7th grader at Mt. Washington Elementary and Middle School. I am 13 years old and i am very active in the community. I play soccer and i do theater.

My friend and I will benefit from this education and our future with this legislation. It is very important for our future careers and school choices.

Jack Harburger
5800 Greenspring Avenue • 21209



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I have been an English Composition Assistant at Northwest HS in Germantown, MD for over 20 years. Montgomery county, a highly respected school system, has a problem with letting students (all grades) to pass on to each grade if they cannot read. I have helped so many students many of whom are 12th graders, who could not read at all. They have been allowed to participate in school for 12 years and can not read! Any system that allows children to participate in 12 years of school without ever developing reading proficiency is intolerable and undemocratic. I am also a grandmother of a 2nd grader and a 4th grader in the Montgomery school system, and this really, really concerns me.

The Blueprint for Maryland's Future (HB1300/SB1000) is necessary for Maryland's children because this legislation provides the resources necessary to ensure every child in Maryland receives a world class education. The Blueprint will drastically change the trajectory for struggling learners by implementing targeted interventions early, and throughout a child's schooling, so no child will enter adulthood suffering from illiteracy again. Not only does the Blueprint allocate resources more equitably to the students who need the most, this plan holds school systems accountable to more rigorous outcomes for student achievement that better reflect the new workforce needs of our evolving economy. Our students, who have been historically underserved by the current school system, will have more options for success with the expansion of career and technical education pathways. When we fully fund the Blueprint for Maryland's Future, not only will Maryland schools move from mediocre to world-class, we will provide a blueprint for the nation as well.

Diane Levy
13500 Champions Way, Germantown, MD • 20874



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

As a former teacher in different systems, I can attest to the difference that sufficient and reasonably directed resources can make to the educational experience of children.

The Blueprint for Maryland's Future (HB1300/SB1000) paves a way for Maryland to provide the future that our students need and deserve. By implementing the interventions identified and supporting the educational process for students throughout the state, the Blueprint will ensure that resources are targeted to produce successful outcomes. This educational support is necessary for Maryland's future, and our legislators should be aware that their constituents regard this bill as one that is vital to our communities. As a constituent, I can also attest that I am willing to take on an additional tax burden to make sure that our students have these educational opportunities - and I say that as a senior citizen with no specific connection to local schools. Our future depends upon an educated citizenry.

Laura McShane
1111 Park Avenue, Baltimore • 21201



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a grandparent and a tutor for elementary school children in Baltimore City.

My grandchildren are fortunate to have parents who went to college and who are able to provide quality education to their children and I delight in hearing the stories of their successes in school! The students whom I tutor in Baltimore City are not so fortunate but are just as deserving of a good education and the rewards to their families, themselves and their communities of career success. These students whom I tutor in Baltimore City would have greatly benefited from the preschool services that this legislation provides, services which would have provided early reading and writing interventions such that they could have started first grade prepared to succeed in school. Furthermore the technical education and career options provided by the Blueprint for Maryland's Future will support their successful entry into the Maryland workforce with preparedness which fits their goals and abilities. How many potential American high achievers in commerce, government and social service are we failing to equip with the education they need to improve their own lives and our state? Please fully fund the Blueprint for all our children. Our future and our children are depending on you.

Becca Gardner
3145 E Nobles Mill Rd Darlington MD 21034-1614 • 21034



Testimony in Support of House Bill 1300 and Senate Bill 1000
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Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a high school English teacher in Montgomery County.

The ECAs at my school are invaluable to the growth of teachers and students. Not only do they support teachers with many tasks that are necessary to keep up with the workload in our very crowded school, they also help us teach skills and send out updates on new articles and research of interest. They have taken it upon themselves to organize celebrations of grad school completions, births, birthdays, and more.

Elizabeth Specter
5401 McGrath Boulevard • 20852



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the Founder and Executive Director of Imagination Stage, Bethesda, Maryland. I am also the mother of two children, and the grandmother of three - all Maryland residents.

I am a lifelong supporter of the arts in education. I hope that these funds will include funds for experiential learning - especially through the arts.

Bonnie Fogel
8804 Melwood Road • 20817



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the father of two children in elementary school.

We owe it to our children to provide them the best education possible. Education is the path forward to creating a talented workforce that will propel our country into the decades to come.

Nathan Cost
5717 Chaudiere Drive • 21784



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class pre-k-12 public school system in Maryland.

I have been a volunteer for both pre-k and kindergarten classes for one of our local elementary schools. I have seen first-hand the tremendous impact of early exposure to education. I have seen children begin pre-k with little or no verbal skills - and after only a very few months are able to communicate in a brief sentence. I have seen children come in with behavior problems; and with much love and special attention discover that they actually enjoy class activities such as learning to write their name, painting, sing-a-longs, and socializing with the other children. I have watched with wonder as they have learned the need to share and be courteous towards one another. I have watched the glee and the proud look on their faces when they have been told they have done a great job. This legislation will allow this to continue - perhaps even on a larger, more broader scale.

I fully support this legislation because it will give ALL children an opportunity to establish a good foundation. A foundation that can be built upon each day, each week, each month, each year. In addition, I have a special interest in seeing that our children, who unfortunately come to school with un-identified problems, will have an avenue to share their feelings and anxieties with a trusted professional. I once heard a highly respected teacher say, "Every Kid Deserves Somebody" Four little words with such a powerful meaning. For the sake of our children and our future, I urge full support for this legislation.

Lelia M. Reed
8195 Heron Lane • 20657



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a Baltimore County grandparent, a former Baltimore County teacher, and a retired clinical social worker.

My grandson deserves the kind of quality education my children had in Towson -- and children in less affluent areas deserve it, too. If we expect to have a knowledgeable and competent workforce -- and people who can participate effectively in our political system -- we need to fully fund public education.

Betsy Amey
1205 Stevenson Lane, Towson • 21286



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a leader of both Together We Will Baltimore Area with over 4000 members and the Maryland Legislative Coalition

Maryland schools are in seriously in need of physical rehabilitaion especially in Baltimore City and County. There needs to be an equitable distribution of funding across jurisdictions. For years, Maryland has funded public education in a regressive manner, allocating resources to jurisdictions inequitably. This has resulted in some jurisdictions with students who face significant non-academic and academic barriers to learning being underfunded while jurisdictions with less severe student need receiving funds above and beyond their respective requirements. Students, families, and communities in every jurisdiction of Maryland stand to benefit from the passage of the Kirwan Commission's recommendations into law.

Edward L. R. Johnson
6314 Greenspring Ave., Baltimore, MD • 21209



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

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Parent of a Pre-k 4 student at Robert Goddard Montessori School and another that will likely attend in two years, when she is old enough. I am also the product of a Maryland education having graduated from Bel Air High School in 1998.

My child was blessed to have been picked in a lottery to attend his school, and I believe every child in Maryland should have access to the same level of high quality pre-K that he does. I also received an excellent education in Maryland myself and would not have had the success in life that I have had without the great teachers I had growing up. Those teachers make our state great and deserve to be treated with appropriate salaries that keep up with the times.

Joseph Jakuta
4113 29th Street • 20712



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the parent of 2 Baltimore City Public School students (grades 4 and 7). We are committed to public schools and know what an excellent education they provide. I am also a faculty member at the University of Maryland School of Social Work, a member of our school's School Family Council, a Girl Scout Troop Leader, and a member of the Leadership Team at an overnight camp. I understand the value of a strong education that helps children to learn and practice critical thinking and exposes them to different points of view, knowledge, and opportunities.

My children and their friends and classmates deserve a high quality education in schools that have well-compensated teachers, sufficient social workers and school counselors, adequate heating and cooling, and the necessary supplies and equipment to learn. This legislation enables all of this and much more.

Deborah Harburger
5800 Greenspring Avenue • 21209



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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February 17th, 2020**

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a School Nurse

I am a School Nurse and I know that the children I care for every day will benefit from this type of education assistance.

sandra weinstein RNBSN
663 mallard ct • 21012



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the husband of a retired MCPS math resource teacher, the brother of an award-winning retired MCPS Head Start teacher, the father of an MCPS math resource teacher, and an FCPS/MCPS high school math and science substitute teacher. Our two children and two of our five grandchildren have graduated from MCPS schools, and our other three grandchildren have or are MCPS students.

The city of New York invested in my education, from kindergarten through college. I would like to see this kind of investment made for ALL Maryland students. HB/SB 1300 is a large step in this direction.

George Gluck
4848 Sweetbitch Drive, Rockville • 20953



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a long-term advocate here in PGCPD and proud parent of a son in the Spanish Immersion program and 4 year old daughter preparing to enter the program next school year. The Prince George's County Public school district needs additional funding to support improved instruction of its well rounded curriculum. We need to close the achievement gaps now.

The Blueprint for Maryland's Future (HB1300/SB1000) is necessary for Maryland's children because this legislation provides the resources necessary to ensure every child in Maryland receives a world class education. The Blueprint will drastically change the trajectory for struggling learners by implementing targeted interventions early, and throughout a child's schooling, so no child will enter adulthood suffering from illiteracy again.

Delores Millhouse
5216 Derby Manor Lane • 20772



Testimony in Support of House Bill 1300 and Senate Bill 1000
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Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm the mother of two children, both of whom attended public schools from primary through high school. One graduated last year and is a freshman in Boston. The other is in 10th grade at Oakland Mills High School.

I support this legislation because our economy will not flourish and our democracy will not survive if we turn our back on other people's children and decide that a child's education should depend on how much money his or her parents have. Investing in ALL the children in Maryland makes all of us better off.

Liz Kato
7335 Carved Stone • 21045



Testimony in Support of House Bill 1300 and Senate Bill 1000
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Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a Museum Educator and mom (who would love for her children to be taught in the public system)

Our children deserve a full and vibrant education that supports a life long love of learning. The future of our country (and state) depends on our youth being supported leading the future through emotional growth and intellectual challenge. A well rounded education is the foundation of a well lived life. Increasing funding for education is money well spent! A well educated child has a better chance of avoiding the criminal justice system and long term independence. Please help support a healthy and strong future Maryland!

Keondra Prier
2337 Eutaw Place • 21217



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a parent of a five-year-old who will attend kindergarten at our local elementary school in the fall.

Because I want my child and all children in Maryland to have access to an excellent education that supports them in learning to their fullest capacities and nurtures their natural interest in learning.

Erin Nortrup
4008 29th St. Mount Rainier, MD • 20712



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am an English Composition Assistant (ECA) from Wheaton High School.

ECAs are a critical component of support to students and English teachers in MCPS high schools. Our jobs should be ensured through proper funding outlined in the legislation. The most important job we do is work one-on-one with struggling students on their writing assignments. Students receive instruction as a group, but, for those who need extra help, ECAs can help them make significant progress in developing their writing (and thinking) skills. We also offer important assistance to seniors on their college application essays. This isn't only important for college admissions, but as an exercise for them to practice telling their life stories, setting goals, and articulating a clear vision for their futures. In addition to this critically important job, ECAs also support English teachers in other ways, such as book check-outs and returns and maintaining an orderly bookroom. The very last thing teachers should be doing is managing the book management process. Their expertise is needed in the classroom. At our school, we keep an accurate inventory of books through the use of a database to ensure that we don't spend money needlessly replacing books students never returned. We also support teachers in other ways: restocking supplies, processing and logging new book orders, assisting in research from time to time on specific projects, helping students with Bridge projects, and test proctoring. It also must be said that the skill levels of ECAs are very high for support personnel. Most were writers, editors, and educators in other ways before joining the school system. We have had Pulitzer-prize nominated journalists and part-time college professors who work as ECAs. But, most importantly, all ECAs seem to have one thing in common; they are compassionate people who wish to help students succeed.

Leslie Atkin
10101 E. Bexhill Drive, Kensington, MD • 20895



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Have been a civil rights and community advocate and educator for over 40 years.

All students, especially minority and poor, will benefit from the education proposals in the bill.

Barbara Dezmon
9445 Ashlyn Cir • 21117



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the proud parent of a middle schooler who attends Parkland MS in Montgomery County. I am also and MCPS employee, currently the ITSS at Wheaton High School, and I've worked in schools at all points on the socioeconomic spectrum so I've seen the affects of school funding on different schools where I've worked.

If your student attends a school with a wealthy PTA/PTSA or a foundation, your student and her teachers will benefit from the tools needed in the classroom and in the school. If your student attends a school which is heavily impacted by poverty your school will struggle to meet all of the needs of the school and staff. Schools impacted by poverty do receive enhanced federal funding, but they do not have the level of support wealthier schools can provide. The Blueprint for Maryland's Future seeks to provide for the needs of all students, in all counties, across all socioeconomic circumstances. Maryland must invest in our future and those of our students. I urge strong support of the Blueprint for Maryland's Future and of other legislation to support building schools where they are needed.

Oriole Saah
12501 VALLEYWOOD DR • 20906



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

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Parent of one kindergarten student in PGPCS school and a second who will start in 2022

Maryland schools - especially PG schools - are in crisis. Accountability to ensure that adequate money for schools goes where it is supposed to is critical! I want to see better trained and better paid teachers with adequate supports for schools with needier students. We have the means to send out children to private school but have chosen public school because we believe in the system but the current status of public schools in PG and MD generally is just not acceptable.

Debbie Van Camp
5719 39th Ave • 20781



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the mother of two graduates from Paint Branch HS in Montgomery County. I am also an English Composition Assistant at a high school in Montgomery County. I have spent the last 30 years advocating for education and children in Maryland.

Equitable funding for education is critical for the future of our state and country. An educated populace is the best way to improve everyone's life. Citizens that are educated will be better able to participate in all aspects of our society and earn a wage to support their families.

An often overlooked critical component to education success for our students is support staff. Everyday, we help teachers in classrooms of 30 students reach each individual student and help make a difference in educational outcomes. Along with paraeducators, English Composition Assistants help students with one on one instruction and enable teachers to work with students in small groups for personalized instruction. This greatly improves success for our students!

Patricia Twigg
1100 Netherlands Ct • 20905



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a papeducator who has worked for Montgomery County Public Schools for 23 years.

I believe that teachers and students should get the support they are asking for. For now and for their futures.

Elizabeth Leo
125 Fairfield Dr. • 21702



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a parent of a student in Baltimore City Schools, now in 9th grade.

I support this legislation for improvements of schools throughout Maryland and Baltimore City. We have experienced school closings for days due to lack of air conditioning and lack of heating in the old buildings, desperately in need of repairs and updates. In addition, my daughter has experienced teachers with lack of preparation for middle school teaching. She informed me that one year, her teacher cried almost every day and then quit with only 3 weeks left of school. Then my daughter had to make up an entire year's worth math due to the lack of teaching from this teacher. The additional funding would allow for improvements to the school buildings as well as improvements in teacher preparedness and accountability.

Marissa Feinsilver
5613 Pimlico Rd • 21209



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I have 2 children (5th and 2nd grades) in the Baltimore Public School system.

It is time to put an end to the perennial underfunding of public schools, especially in urban areas.

Eleanor Frias
609 Edgevale Road • 21210



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a pediatrician and mother of 4. Two children are in Elementary School and one is in Middle School in Prince George's County MD.

All children in the state of Maryland will benefit but especially those in lower income and lower performing areas. Our children deserve this. They need to be competitive in the global community. They need to be prepared for higher education, vocational training and the future.

Adrienne Collier
Overchase Lane • 20715



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a special ed paraeducator for the past 20 years in Montgomery County Maryland.

I have worked for 10 years in elementary school and 10 years in high school for Montgomery County Schools. I feel that there are many students in high school close to graduation that can't read and many others that have real deficits in their reading comprehension. Students are falling through the cracks and not getting the help that they need and desire. It is a tragedy that this is going on.

Barbara Davis

4416 Winding Oak dr. Olney, md. 20832 • 20832



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a parent of two children currently in MCPS and one who has graduated. I have been employed by MCPS both as a school counselor and as a media assistant. My husband is also a teacher in MCPS for 27 years. My brother and two of my sister-in-laws also work for MCPS.

All students will benefit from this legislation by allotting more resources necessary to help them be successful. Also, educators (professional and para professional) will benefit. Currently, it is very difficult to live in Montgomery County with our rate of pay. If teachers and para-educators are paid commensurate with their worth, all stakeholders involved in education will benefit.

Jamie Nazzaro
Briars Road • 20833



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm working for MCPS as a Media Assistant and had 3 children going through MCPS

I'm hoping that this legislation will improve the level of Education in Maryland and bring us to have more resources for our schools. I'm also looking for more money because the support staff salaries are not enough to live in Maryland.

Catherine
18741 Blue Violet Lane Gaithersburg MD • 20879



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I am a step-mother to 5th grader and mother to a toddler who will be starting kindergarten in 2023.

All children need options when learning. By offering college preparedness, technical education, vocational training, etc. all children can find a path that works best for them. Additionally, more funding will mean more consistent schools. I like the elementary school in my area, the middle-school is okay but I am very unhappy with the high school's performance. So much so that my husband and I are considering a move just so we can ensure our children have the best possible education. With this legislation, we are not expecting magic overnight, but realize this can help make EVERY Maryland school a good school and not just "ok" or a school we cannot send our children to learn in a positive and safe environment.

Robin Troy
4005 Welsley Lane • 20715



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm librarian of 30+ years

Our economic future is dependent on an educated population. Technical, financial, social and basic literacy creates a well-rounded individual with critical thinking skills. That is what we must have in Maryland.

Claire Agnes Doerrman
1631 Park Ave. • 21217



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I have been a special education and regular education paraeducator for 5 years serving students from kindergarten to fifth grade. Many of the students I work with struggle with reading. Any system that allows children to participate in 12 year of school without ever developing reading proficiency is intolerable and undemocratic.

The Blueprint for Maryland's Future (HB1300/SB1000) is necessary for Maryland's children because this legislation provides the resources necessary to ensure every child in Maryland receives a world class education. The Blueprint will drastically change the trajectory for struggling learners by implementing targeted interventions early, and throughout a child's schooling, so no child will enter adulthood suffering from illiteracy again.

Not only does the Blueprint allocate resources more equitably to the students who need them most, this plan holds school systems accountable to more rigorous outcomes for student achievement that better reflect the new workforce needs of our evolving economy. Our students, who have been historically underserved by the current school system, will have more options for success with the expansion of career and technical education pathways. When we fully fund the Blueprint for Maryland's Future, not only will Maryland schools move from mediocre to world-class, we will provide a blueprint for the nation as well.

For these reasons, I urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Leigh Ross
Campbell Farm Rd. • 20837



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm an educator

My students need up-to-date equipment for their classroom. I need extra money to buy materials for them. We cannot expect high-class results without high-class equipment.

Ruth Rhone
10789 Kitchener Court • 29721



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm grandparent of a child in first grade in Baltimore City, and the parent of two graduates, one from Baltimore City College and the other from Baltimore Polytechnic Institute. .

It is time to put education front and center in Maryland: to ensure that all children have a fighting chance for a better future. Particularly in Baltimore City, we need to keep our kids engaged in pursuing opportunities that will elevate them in settings that support them. Far too many experience childhoods engulfed in trauma. They need and are deserving of EVERYTHING we can provide.

Malissa Ruffner
4425 Harcourt Rd. • 21214



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a special education para-educator who for the past 10 years has served special education students in elementary, middle and high schools throughout Montgomery County Maryland. I currently provide math support for special education students in high school. Even at the high school level I have worked with students who have passed multiple math classes, earning credits toward graduation, without even being able to add or subtract single digit numbers. I think it is utterly unacceptable that so many special education students are simply passed along without mastering much if any of the curriculum; not because they are not capable, but because adequate resources are not provided to meet their needs.

The Blueprint for Maryland's Future (HB1300/SB1000) is necessary for Maryland's children because this legislation provides the requisite resources to ensure every child in Maryland receives a world class education. We currently have para-educators co-teach four or five different subject areas - Biology, Physics, Geometry, English - all in one day. We co-teach with five or more different different teachers each day. Meanwhile, we are given only 15 minutes during our work day outside of the classroom. That is 15 minutes to check e-mails, do clerical work, review material for multiple subject areas, meet and plan with five or more different teachers, review IEPs, develop strategies to meet the needs of IEP students, find and prepare materials, and many other duties.

Needless to say it is humanly impossible to accomplish all of this in 15 minutes a day. We have para-educators who are spending two to three hours a day reviewing materials for their classes, at home and off the clock. If an administrator asked an employee to do this, it would be blatantly illegal (unpaid labor) and a violation of our contract. Instead it is considered legal because the para-educator does so allegedly voluntarily. The reality is there is no other way to meet the needs of our students because sufficient staffing and hours is simply not being allocated.

The end result is two-fold. The needs of students in special education are chronically not met. And the most talented and dedicated workers are pushed into other fields that will fairly reward their efforts, resulting in a brain and talent drain on the school system. It is not just for our students, nor the workers who serve them.

Fully funding the Blueprint for Maryland's Future will represent a huge first step in correcting this grave inequity.

Nathan Feinberg
Vandalia Dr. • 20853



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a grandparent of a child who will start kindergarten in the fall. I am also a retired assistant teacher for Baltimore County Public School and know first hand how important it is to invest in the children of Maryland.

I support the Blue Print for Maryland's Future legislation because ALL children in Maryland deserve a world class education not just those in affluent communities. This legislation will guarantee that the schools with the greatest need will receive their fair share. Also, fancy new schools don't educate children, good teachers do. This legislation will help attract good teachers to Maryland.

Every aspect of Blue Print for Maryland's Future legislation is necessary to guarantee a better education than our children are receiving at this time. Do what is right for the children of Maryland and pass and fully fund the Blue Print for Maryland's Future legislation.

Nancy Henderson
62 Dungarrie Rd • 21228



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class pre-k-12 public school system in Maryland.

I have been an English Composition Assistant (ECA) at two high schools for Montgomery County Public Schools (MCPS) for six years. As an ECA, I provide classroom support in English classes, helping teachers with instruction that meets all learning styles. I assist students with all aspects of the writing process including brainstorming and organizing ideas to close reading and analysis of literature, which can be more challenging for those who are English language learners or those who have learning disabilities.

The Blueprint for Maryland's Future (HB1300/SB1000) is necessary for Maryland's children because this legislation provides the resources that are needed now in the classroom to ensure every child in Maryland receives an education that sets them up for success beyond high school.

Regina A. Gretschel
10101 Pierce Dr., Silver Spring, MD • 20901



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I'm a parent of two young children, the oldest of whom is a first grader in PG County Public Schools, and a product of public schools myself.

This legislation is critical to ensuring our education system is in line with 21st century families and economic structures. For example, without fully funded public pre-K, many families miss the opportunity to access equitable, quality early education for their children and women who might otherwise work are kept out of the workforce. The current status of teacher pay is often abysmal, and we have a missed opportunity to bring amazing talent that goes elsewhere, either to better paid teaching positions or a to a different career path, into our school systems. Quality public education does have a price tag, but it is an investment we truly cannot afford to cut corners on if we expect Maryland's children to thrive in our state's schools. For those that say that this legislation is too expensive, I would counter to say that we actually can't afford NOT to adequately fund our education system.

Sarah Weber
5007 37th Pl. • 20782



Testimony in Support of House Bill 1300 and Senate Bill 1000
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Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a LAD Paraeducator working for MCPS Schools in a High School. Working with students who need additional (one-on-one) instructions repeated to ensure their success in class.

Because of the Kirwin funding, future generations of paraeducators will have access to better training academically to ensure the best possible outcome for student success.

Sherri Weiss
Candlelight Court • 20854



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a parent of one child in Pre-K and a two-year old. We're a Baltimore City public school family.

Not only does the Blueprint allocate resources more equitably to the students who need them most, this plan holds school systems accountable to more rigorous outcomes for student achievement that better reflect the new workforce needs of our evolving economy. Our students, who have been historically underserved by the current school system, will have more options for success.

Jessica Goldstein
William Street • 21230



Testimony in Support of House Bill 1300 and Senate Bill 1000
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Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a mother of a 5th grader in Harford County.

I have watched educational opportunities slowly recede within our county. This legislation would ensure they are restored.

Stacey Klima
2304 Fife Ct • 21050



Testimony in Support of House Bill 1300 and Senate Bill 1000
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Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the parent of a PGCPs kindergartner and another one coming down the pike.

There are so many things that will enhance and advance my child's education and also increase the appeal of the public schools to other community parents. I want our public schools to be the envy of other states and model in the nation.

Julia Crooks
Nicholson St • 20782



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a para whom works with special ed

We will benefit for all the hard work we do.

Rachel Beckham
Cheltenham Dr • 20814



Testimony in Support of House Bill 1300 and Senate Bill 1000
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Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a mother of a current Baltimore City public school student.

Our schools are under funded and we need to change that for the future of our children and the state of Maryland. Maryland's future depends on having a well educated & prepared work force.

Beth Hayes
707 W. University Parkway, Baltimore • 21210



Testimony in Support of House Bill 1300 and Senate Bill 1000
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February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a parent of a Kindergartener and a 3rd grader, a graduate of Baltimore City Public Schools, a community activist, and faculty member at two universities in Maryland. I know what a good school can do. I have seen the lack of preparation students come to my college courses with now. I walk into schools where students cannot drink from the water fountains and have to squeeze into classrooms overfilled with students.

The teachers in this state need kind of career pathways this legislation will provide so that they will have reasons to stay in the field and in the classroom to become master teachers and allow students to have teachers in front of them that reflect who they are. I want to know my daughters are getting the best education in their classrooms because the teachers can give them attention and can focus on teaching because other supports exist in the school for at risk students and the increasing number of students facing trauma. This legislation provides all of these things and more.

Jill Vasbinder Morrison
2417 Fleet St, Baltimore • 21224



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I live in Baltimore City and so do my two grandchildren. My granddaughter is a kindergartner in Medfield Heights Elementary School, a Baltimore City public school, and in 2021 my grandson will begin attending the same public school. I am also a citizen who passionately believes that excellence in public education for all children is fundamental to our success as a society,

I recently moved to Baltimore City from northern Virginia. It is extremely disturbing to me to see the contrast in the quality of public schools between the two areas. I believe it is a right, both legally and morally, for all children to be able to access a high-quality public education, but this right seems to be violated in Maryland, and glaringly so in Baltimore City. This legislation should be the top priority for this state. I do not accept the premise that its implementation would be too expensive. We are a rich state and can figure out how to pay for this, because the rewards will be greater than the cost.

Barbara Jarvis
109 Woodlawn Rd, Baltimore, MD • 21210



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm the grandparent of two elementary children

My very bright granddaughters will benefit greatly from the opportunities that will be available to them from the career and technical education that this legislation will provide.

Deborah Morrison
6008 Crossway Court, Eldersburg • 21784



Testimony in Support of House Bill 1300 and Senate Bill 1000
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parent of an 8th-grader, parent of a college student who graduated from RPEMS and POLY

My son, and younger kids, will benefit from the technical education this legislation will provide.

Andrea Erdas
5232 Downing Rd • 21212



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am an employee of the school system and a parent. The strength of our district and state depends on this money.

I am an employee of the school system and a parent. The strength of our district and state depends on this money. My entire family and community will benefit from this legislation!

Nathalie Bourdereau
11101 Waycroft Way • 20852



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a parent of a 3rd grader and 5th grader at a Baltimore City elementary school

I'm a proponent of all aspects of this legislation, but particularly recommendation #4 promoting better social and emotional support for children at school. This is imperative if we are going to break the cycle of poverty and developmental trauma in families in our city and state.

Laura Scott
Abell Ave • 21218



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Grandparent of 8 children from Pre-K to 11th grade.

Our young people are our future and our legacy. This plan addresses the different needs and goals these students have. In Maryland we have never approached education at this level or with this intensity. It is a blueprint not only for change but for impact for our future.

Patricia Reese
23 Dungarrie Road • 21228



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a Baltimore City public school student

I support this legislation because I agree that there are many things that needs to be fixed about the school system.

Adreya Lawosn
5106 Goodnow Rd Apt B • 21206



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I am a special education teacher who works in Baltimore City. I am aware that many schools in the city do not have adequate services for children with physical, cognitive and psychological disabilities. Also I know that many children who grow up in families that have many challenges need special services to help them be able to be successful in a school setting. I am happy to say that the Kirwan Commission recommends expansion of services that address these special needs, but of course they come at a cost. Henceforth, I urge the legislature and Governor Hogan to allocate the monies needed to give all our children a chance to develop to their full potential. I believe that by investing in our children today, we will see future results where we will have more citizens that contribute positively to all the communities that make up the state we call our home.

Children and families that have special needs, I know can benefit from more wrap around services

Margaret Crowther
4910 Crowson Ave. Baltimore, Md. • 21212



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a parent of 2 and a middle school teacher at a Title 1 school.

This will give under-funded schools much needed money for additional resources and increased teacher pay.

Maria Cote
941 Autmnwood Drive • 21054



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a family man

Because it supports early education in the state of Maryland, it guarantees that there are qualified teachers in each county, and there will also be a budget for after school and health programs.

Luis Cortes
Gunners Terrace • 20876



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Soy un padre de familia

Porque cada niño merece ir a la escuela sin costo alguno y también porque necesitamos programas para la salud mental

Margarita Pena
Choctaw Court • 20876



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a parent of children in school

I want to make sure that our schools have the right trained teachers, afterschool programs, and less crowded schools.

Christian Flores
Swiss Circle • 20874



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Soy una madre de familia

Programas after school, renovación de la escuela

Gloria Echevarria
Wheelwright dr • 20886



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Padre de familia

Poder programas después de la escuela

Ana Molina
18666 mustard seed ct • 20874



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Soy padre de familia

Maestros calificados

Maricela

19515 frederick rd • 20876



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Padre de familia

Tener programas des pues de la escuela

AidaEstrada
7408 Brenish dr • 20879



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Padre de familia

Yo apoyo porque es importante para la educación temprana

Onelia Morales
19515 Frederick rd • 20876



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Soy madre de un niño que iniciará la escuela el proximo año

Mi hijo empezara la escuela el proximo año

Paola Castedo
318 west deer park rd • 20877



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the father of two girls (7 & 9) who attend Prince George's County Public Schools. My wife and I have lived in Hyattsville, Maryland since 2008. While there has been progress in terms of the quality of education offered in our neighborhood since we moved here, that progress has been halting and insufficient.

My wife and I have seen firsthand the deficiencies that arise from inadequate funding for public schools. High teacher turnover, classmates who are ill-prepared due to a lack of affordable pre-K, schools with high proportions of low-income students stretched to the brink as teachers and administrators try make up for deficits at home. These are just a few areas that would see vast improvements under a fully-funded Blueprint for Maryland's Future. As somebody who comes from a background in journalism, I have tried to research why it is that students and teachers in my county find themselves in this predicament. It is clear that insufficient funding over an extended period, combined with a lack of effort to modernize our state's education policy framework has greatly contributed to the middling status we now occupy. The Blueprint will reverse that decline.

I support the Blueprint because I believe in the Kirwan process. Some of our state's most dedicated public servants spent years delving into the question of how to produce top-tier student outcomes. Their recommendations are based on observing how the best school systems in the world operate. Why shouldn't Maryland emulate their example?

On the question of resources, I choose to take the long view. It is well-documented that a well-educated public produces a wealthier society, with lower crime rates and more opportunities for career growth. The investment we make today WILL pay dividends in the future.

In conclusion, I want to say that there are millions of parents, teachers and students who are counting on the Maryland Legislature to do the right thing, to make a commitment towards getting our public education system back on track, and back to the top-performing status it used to occupy. Maryland is one of the wealthiest states in the country, yet our spending as a percentage of that wealth lags other states. This is not a question of ability to make the necessary changes. It is simply a matter of will and political courage.

Peter Daniels
5720 39th Ave Hyattsville, MD • 20781



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I work with people who are not housed. You may know them as "homeless" but I know them as friends, co-volunteers, and acquaintances who are where they are because they didn't receive the education necessary to qualify for or be selected for living-wage jobs.

I worked and struggled to get my own education. But I always had a safety net to fall back on if (and when) I didn't quite reach a goal. Many do not have that safety net. Many don't have the benefits and privileges and opportunities and support that I had to make it through school. School in today's world takes everybody and everything to back each child. School today is about everything; food, protection and safety, culture, friends, guidance, and of course learning. I am retired. Those that run the world I live in are the products of the Maryland school system. They will either move Maryland forward, hold us back, or make us fail. Education is the keystone. Please support this bill. We will figure out how to fund everything else, but without adept and educated people to take our places in Maryland this state won't succeed. It won't be a place where I want to live my remaining life. It won't be a place that I recommend and it won't be a place that attracts businesses, young families, and the future.

Beverly Brown
Bowie Maryland • 20721



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a mother of two children starting pre k this fall.

My two daughters will benefit, I wish my son could have benefited from this legislation as well.

Iliana Rodriguez
104 Croydon Ct • 20901



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a retired educator with 30 years, teaching in Prince George's Public Schools. All 4 of my children attended and graduated from PGCPs and valued their time there.

For the past 5 years I have volunteered in my local high school and I support this legislation because I have seen how overloaded the High School and Middle School Counselors are with over 1,000 students to try to serve. I have talked with the students, who have come to our county and want to succeed in school, but feel bullied in school and misunderstood at home; have difficulty understanding the ways of our school system and have parents who cannot speak English. They need our compassion and understanding. With this legislation I think that we can supply more counselors to the Middle Schools and High Schools to take care of the mental health problems that are facing our students, because of threats of gun violence, intolerance, and traumas that they suffered in their homelands. These present very real problems to them that if they are not addressed now will afflict them in later years and cause them to have other health and mental problems in their middle age years. Community Schools can help address these problems. We are responsible for all of the children in our schools and it is our duty to educate them with compassion for one another so that they can all become productive members of our community. That is what they want to be. It is our duty to develop their cooperative, compassionate learning because they are our future; they will be our caregivers. We must show them that we care for them with good schools, good teachers, good school nurses and good counselors. All of our children deserve an equitable education. As we strive for excellence, we must also strive for educational equity.

Margaret Ann Boles
10409 Cleary Lane, Mitchellville, MD • 20721



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I am a parent of two students - a fifth grader and a tenth grader who have attended TAG specialty programs and are on a science and tech track.

When you support HB1300 & SB1000, you are providing the opportunities to make Maryland school systems the best in the country. We have many leading programs, but these programs need to be supported and expanded to grow Maryland's future by educating its youngest residents. They will become the leaders that will take Maryland to the top. My children and all the children in this state deserve to benefit from the career and technical educations so that they can be successful in the modern jobs that are available and are becoming available.

Alexandra Calloway
12116 Quadrille Lane • 20720



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I am the mother of 2 kids who have been in Special Education and my daughter is in middle school. I feel my kids were not prepared for adult life as they should be due to lack of funding that supports programs that would help find them find a career or job after they graduate. My son's have not been able to find jobs since they graduated from High School. I believe there should be funding to help students learn how to write a Resume and apply for jobs, and they should have a job secures before they graduated! We need more funding for General Education and Special Education to support their transition from High School to adult life. I also want to advocate for Paraeducators! Paraeducators sometimes fill a teacher's position and they should be paid as much as the teacher when subbing for them. I also believe that Paraeducators should be given the opportunity to fill those sub positions since they are more knowledgeable about the students they serve than a sub who just fills a seat and the paraeducator ends up doing all the work anyways because a lot of sub just take attendance and the rest is up to the paraeducator and we are getting under payed anyways as Paraeducators. I hope you can help up change Montgomery public School system so is more equitable for Paraeducators. Paraeducators should also be able to have a sub when they need to take off for sick or personal days without having them spend hours looking for their own subs. This is my testimony and I hope it makes a difference.

Current and future special needs students and my own daughter who is in General education classes will benefit from this legislation

Claudia Tinoco
Southern Night Lane • 20879



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I am an English Composition Assistant at Paint Branch High School. This is my third year working at PB. Prior to that I worked for some eight years at Wheaton High School as a Special Education Paraeducator. I am also a college teacher online with UMGC (formerly University of Maryland University College).

The Blueprint for Maryland's Future (HB1300/SB1000) will grant necessary help for public school students in Maryland by aiming to provide adequate resources for every child, regardless of background and current state of academic accomplishment. It will assist teachers to meet students where they are, and lift them according to the principles of equity. Of importance are not only students who are achieving excellence, but those in the middle, and those struggling due to serious real-life challenges of various kinds, which differ among students, including poverty, language barriers, and special needs.

The Blueprint for Maryland's goal to change the life-trajectory of struggling learners through intelligent, targeted early interventions will help to create informed and involved US citizens. The Blueprint not only allocates resources more equitably but also holds school systems accountable for achieving more successful, foundational, and hopeful outcomes for students. This twin aim will contribute not only to a more dynamic citizenry and capable workforce. It will also contribute certain intangibles that are no less important for the people of our wonderful state: the happiness (both on the giving and receiving end) of Maryland's residents due to their participation in a community where human justice and generosity are manifest.

Victoria Kennick
2707 Colston Drive • 20815



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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Data manager for a charter school who has worked in education for 10 years.

Students across Maryland deserve access to an education that provides them ample opportunities in school and beyond. Funding the students of Maryland and truly providing them the support they need will make our communities safer, stronger, and more successful in the future.

Stefanie Mircovich
Jackson Street, Baltimore, MD • 21230



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a working professional who has spent years in Baltimore city recruiting volunteers to help close the achievement gap for Baltimore City youth. Working in schools and getting to meet the incredible young people in our state who are facing astronomical barriers to their success has lit a fire in me to do everything I can to make sure they have every opportunity they want in life, which starts with a good education.

I support the Kirwan Commission for many reasons. The first is that I have seen the state of schools in our state, and it disgusts me. Children can't learn when the buildings they are learning in are crumbling down, when they have to watch out to not step on mice traps, when the heat and/or air break and their environment becomes unlivable. Second, teachers do not have what they need to successfully meet the needs of all of their children. I admit I am not a teacher, but I know many teachers, am friends and in community with educators and school staff members, and I have heard them loud and clear. They have to also be their best selves in those terrible working environments, without adequate pay to live themselves, without the supplies they need for their classes - it is not surprising that teachers do not stay in their professions, that the turn over is so high. I too would not want to be empowered with the incredibly important task of educating the future of our state without the tools I needed to be successful - I would not be able to sleep at night knowing I am failing my students, no matter how hard I try. Lastly, or the last reason I will talk about today, is the future. The future workforce of our state depend on this legislation - we cannot deny that the future of Maryland will look bleak if we do not invest in our young people now. There will not be enough educated workers in the state to fill all of the jobs we predict we will need. I you cannot see the obvious reasons in front of you now that this legislation needs to pass, look to the future. Ask yourself what you want your legacy to be. Do you want to be the person who denied a bright future to your state and the children you see every day, or the person who fought for what is equatable and right, to build a future we all want to live in. Do your future self a favor and do not pass on this opportunity to fully fund the Kirwan Commission. Even if you don't think you will live to see it, history will still remember what you decided in this moment.

I highly respect you and your position, the difficult decisions you make every day to make our lives better. However this one is not difficult. Please do the right thing, please fully fund the Kirwan Commission. Thank you for your time.

Maria Goodson
330 W. Lorraine Ave, Baltimore MD • 21211



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a direct neighbor of three bilingual families (Mandarin, French, Russian, with English and Spanish) whose children are benefitting from the instruction available in those languages here in Montgomery County, Maryland. They are so well prepared for the world in which we live, in knowledge and understanding, thoughtfulness and self-discipline.

This is a knowledge-based world. But not just knowledge, also understanding is necessary to thrive in it. Maryland seems to welcome knowledge and understanding (I have lived elsewhere, where this was not always the case) ; do not let this be lost.

Elsa Gibson
9711 forest grove drive • 20910



**Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a special education paraeducator; I have worked under the Social Emotional Special Education Services (formerly ED) for over 20 years. I have seen educational support cut many times. I see students who could be successful with support; it's just not there. It has become critical that we provide the support that all of our students need, regardless of the program. My granddaughter will be attending a MCPS school next year. I can only hope the staffing will be there to support her.

This legislation is necessary to support students who are not at the top of the class, who are not college bound, who struggle getting through academics. We desperately need to provide opportunities for students to be successful, through improved teacher training, innovative programs, additional staffing to support students (and to support teachers so they can spend more time teaching). This legislation will be a great way to start increasing the variety of opportunities for our students to be success in school and after.

Janice Reese
Valley Park Drive • 20872



Testimony in Support of House Bill 1300 and Senate Bill 1000
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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Math/science teacher, counselor and department chair, Baltimore County Public Schools; state supervisor of vocational guidance and state coordinator of career education, Maryland State Department of Education; executive director, National Career Development Association; adjunct faculty, Loyola University, University of Maryland, Johns Hopkins University.

As a parent, educator and involved citizen, I join the large majority of Maryland citizens and business leaders who support this legislation and are willing to pay for it. An investment in this education strengthening legislation will provide Maryland with a skilled and productive workforce, with stronger communities and with intelligent citizens and family members.

E..Niel Carey
2661 Legends Way, Ellicott City • 21042



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am an Assistant Principal and a 20 year veteran of City Schools.

City schools desperately needs more resources to assist our students. Programs like Restorative Justice, Trauma Informed Care, PIEL and other intervention programs are key to support the diverse needs of our students. Staffing Community Schools are a must for Baltimore City and other districts and Kirwan can make that initiative a reality.

John Paz
1210 W. 37th St. Baltimore, MD • 21211



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I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Mommy of three children ages 13, 10 & 3. Two homeschoolers and one public charter middle school student who is on the verge of being homeschooled.

All children attending a government funded school will benefit from an education system that is set up for their individual benefit, such as children with learning disabilities or trauma or any special needs, providing proper resources within the school building. This includes nurses, mental health care experts, and behavioral counselors for both teachers and students. A genuine accountability system that dissuades corrupt leadership who uses children as data and dollars and bullies teachers causing mental anguish to trickle down to our students. Basic supplies (computers, tablets, text books, paper, copy machines, ink, toilet tissue, hand sanitizer, Lysol, etc.) in every school for every child funded by school budgets, not parents and teachers. Vetted teachers who are well paid and valued by higher ups, and assistants for elementary classrooms and classrooms that max 20 students. Lastly, children of color receiving the exact same learning tools and quality education as their caucasian peers in schools throughout Maryland that house far less children of color. Eventually, less testing and more teaching should be in the table and elimination of teaching to testing.

Shanequa Pannell
Fletchertown Road • 20720



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020**

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

Mom of a special needs pre schooler

My daughters and nephew would benefit

Amanda Carey
Buck lodge rd • 20783



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a parent of a middle schooler

My son has an IEP and he would benefit from learning about careers that don't require a traditional college degree.

Tyrita Corbett
4434 Lord Loudoun Ct • 20772



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm President of WCNAACP and a huge supporter of education. Universal full day Pre-k is very important to prepare children for school. It's a leg up.

I support this legislation because it will help close the long time achievement gap.

Mary Ashanti
28684 Ocean Gateway, Salisbury, MD • 21801



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the parent of a 4th grader in PG public schools and an interested community member.

My son and all the children in our community will benefit from provisions in this legislation including better access to special education services, universal pre-K and community navigators to help high-poverty schools.

Laura Usher
3909 Nicholson Street • 20782



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a parents of a 2nd & 4th grader, a child at an ECC and a 2 yr old at home.

The schools need improvement and the students can't wait

Takia Coley
12236 kingswell Street • 20721



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020**

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

In addition to having my own children educated in MCPS, I have worked for MCPS for 14 years in high school English classes. As an English Composition Assistant supporting the teachers in overcrowded classes with students who are struggling, I see the negative impact of underfunding our schools.

MCPS education is losing its reputation. Without this funding, education suffers, the kids suffer, and ultimately, our future will suffer.

Ann O'Donoghue
4610 Harling Lane • 20814



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

My children attended MCPS and I am a Montgomery County resident.

As a parent with children in public schools, I believe it is essential to provide high quality teachers and leaders to schools and provide access to early childhood education to all people.

Nora Morales
10029 Tenbrook Drive • 20901



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a PhD candidate in Public Health and know that quality education is the best way to increase equity!

Children across our state will benefit from the educational opportunities this legislation provides. The best way to reduce crime is to create opportunities for kids today.

Michelle Hawks Cuellar
2337 Madison Avenue • 21217



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

A Reservoir Hill, Baltimore neighborhood association resident that has been around for over 30 years and knows that investing in our children and youth is vital to a thriving community.

The future of our state and city depends on the investments we make today in our children. There are many young people in our neighborhood who would benefit from the opportunities this legislation provides.

Upper Eutaw Madison Neighborhood Association
2337 Madison Avenue • 21217



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am the mother of a 5th grader at the Mount Washington School in Baltimore City, and a toddler who will be entering pre-k in just two years. I have made the decision to enroll my daughter in her zoned public school for Middle School, despite her meeting the entrance criteria to attend other public schools in the city with advanced programming. I myself am from the Bronx, NYC, and am a proud graduate of NYC public schools (K-12), and my mother was a public school teacher in NYC.

Both of my daughters will absolutely depend upon the Blueprint for Maryland's Future. The funding for education outlined in the legislation is critical to ensuring that our public schools have all of the tools they need to provide a quality education to ALL students, regardless of the incomes of their families. Residents of Baltimore City see firsthand the effects of historically underserving our children - whether in wraparound services, special education investments, arts programming or STEM. The inequalities are stark, and too many teachers and PTO organizations are attempting to fundraise their way into equity, which is in a word, impossible.

Claudia Balog
5820 CLARKS HL • 21210



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a parent of a 2nd grader and an employee who works at an educational non-profit for a BCPS school

My son and the school I work will benefit from all facets the legislation provides.

Krystal Henry
415 Drury Lane • 21229



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm a community organizer who focuses on Educational Equity and policy. Over the past 3 years, I've worked with legislators and community leaders to ensure the best possible educational outcomes for Maryland's kids.

The recommendations outlined in the Blueprint for Maryland's future legislation will allow us to finally make the long-term investments in education and public health and safety that we always hear people say is necessary. Unfortunately, over the past twenty years, through democratic and republican governors, we've seen much more of an investment in the school-to-prison pipeline than we have in *schools*. We've seen what a "public safety" plan that focuses too heavily on policing black communities nets — it's time to think of investing in Public Schools as a public safety and health initiative.

Dave Heilker
2704 Huntingdon Ave • 21211



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I'm the parent of a 6th grader at Robert Goddard Montessori School in PG County, and an alum of Montgomery County Public Schools.

I believe the improvements to our schools suggested by the Kirwan Commission are well researched and necessary to improve education in Maryland for generations to come. Improving education for our children will help to ensure a bright future for them and for the state of Maryland overall!

Amanda Eisen
4028 Hamilton Street • 20781



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a father of two in Howard County. I am passionate about this legislation because I had the experience of my daughter, eager to learn, start to fall behind and eventually crumble in the 4th grade. Her teachers were stretched too thin and were not properly trained to identify her needs. To see the glimmer of hope drained from your child's eyes is a painful experience.

By God's grace, we had the resources to seek help outside of the public-school system and were able to afford years of private education to get her ready for public high school. It breaks my heart to think of all the struggling families whose children need better special education resources and classroom support that are losing hope. Our schools must do better. The earlier challenges are identified, the earlier they are corrected.

Our country needs us! Our national political landscape is fractured. Imagine the optics... In a State Capital 30 miles from our Nation's, with a Republican Governor and a Democratic-led Legislature. Able to come together to pass monumental legislation that will propel our great state to be the model for public education. We need the Pre-K (please consider 50% usage of existing programs instead of 30%). We need the Community Schools Program and Career Academy to spread statewide. We need better teacher pay and training. All the suggestions in this legislation, implemented in whole, fully-funded, will help ensure no child falls through the cracks the way my daughter did!

Lastly, I know a problem is not solved by legislation alone; therefore, we must also develop workable implementation plans with appropriate oversight. I urge you to consider there are many citizens like me, eager to stay involved. Whether that be in the bill's passage, its implementation, or a commitment to its oversight.

Michael Looney
10560 Rivulet Row • 21044



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a Manager of College Placement with KIPP Through College, our college matriculation and persistence program in KIPP Baltimore. I have also taught at a KIPP school in NYC.

This funding is crucial for keeping up the great work that KIPP is doing. It has achieved some of the highest levels of growth in reading and math in the district, and it also plays a fundamental role in assisting our students to and through college. It is not only a school, but a community and resource.

Alex Baldy
Eastern Avenue • 21224



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

My daughter Grace attended Baltimore School for the Arts. She received a world-class education in both academics and visual arts. She has now earned three honors degrees, one from FIT [Fashion Institute of Technology] and two from NYU, a B.A. in German Studies and an M.A. in Near Eastern Studies. For the past 5 years, I have been a reading tutor at Brown Memorial Tutoring Program in Bolton Hill in Baltimore City. I've worked one-on-one with several elementary-age students from first grade through fifth grade. One of my students has been with me since first grade and is now a fifth-grader, almost 12 years old and soon off to middle school. He came to me unable to read and write. He is able to read and write now and does so with curiosity and joy. He has a vast imagination and sense of humor, amazing artistic skill, and he draws detailed, complex pictures with accompanying stories. He engrosses himself in reading about prehistoric and modern life forms. His comprehension is on point, and he now has confidence that he can push himself further. Two of my other students came to tutoring later, in the third and fourth grades. The girl was able to decode anything but had very poor comprehension and abstract thinking skills and she did not improve much. The boy who entered the Tutoring Program in mid-fourth grade was unable to read competently and he resisted writing. He made some but not a lot of improvement and at the end of fifth grade was passed on to middle school. These children deserve earlier and better attention and interventions. No child in Maryland in 2020 should receive a second- or third-class education. We need the Blueprint's programs and requirements to be fully funded and implemented so our children can achieve a world-class education and a promising future.

Maryland's youngest residents deserve to have a top-notch education from their earliest years. Prekindergarten Expansion, Full-Day Kindergarten, and Family Support Centers are foundational pillars of the Blueprint for Maryland, not pipe dreams: these pieces are absolutely necessary for all of Maryland's children, their families, and their communities to thrive. These pieces are educational and community building-blocks, and they need to be implemented and they need to be fully funded -- NOW. Additionally, the Blueprint's requirements to bolster teacher trainings and practicums are essential, as are tighter eligibility criteria for certification of teachers. The young children of Baltimore City as well as the rest of Maryland will more than benefit from early childhood programs and elementary-age social and educational interventions: these young people will gain solid skills and real confidence. They will have a foundation to build on for the rest of their lives to achieve success and stability. Baltimore City overlaps with Anne Arundel County; Baltimore is not a distant planet. It deserves to be brought into the fold and treated with statewide respect, and that should start by honoring the youngest community members and cultivating their hope and promise with appropriate and goal-reaching educational and community and family support systems. We are all connected.

Elizabeth Hand
2026 Gov. Thomas Bladen Way • 21401



**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020**

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a graduate of the Baltimore County Public School system. I attended from 1963 to 1975. I received a first rate education through public schools and I am troubled now that public education in Maryland is failing to maintain the high standards I experienced.

The Kirwan Commission recommendations offer a solid path to restore Maryland public education to the high standards I experienced back in the 1960's and 1970's. I implore you to not only pass SB1000/HB1300 but to also fund these essential bills. Educated citizens insure a strong democracy!

Thomas Smith
8339 Carrbridge Circle, Towson, Md • 21204



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class prek-12 public school system in Maryland.

I am a current senior at Bard High School Early College Baltimore and I have attended a Baltimore City Public School for the last 3 years of school. Up until 10th grade I had attended private schools all of my life and only heard about how much public schools lacked. I did not understand how bad it was until I was enrolled in the school myself and experiencing this firsthand. Some of my classes didn't have enough laptops when assigned research or typing papers and some classes didn't even have enough textbooks for each student in the class. The majority African American school was full of majority white, male teachers who I cannot relate to.

I support this policy because it would bring back all of the money Baltimore City is currently being underfunded. They would also provide students of color with diverse teachers to allow for better student/teacher relationships. As a black female student, from past experience I can confidently state, nothing is more empowering than having a black woman, a person I can look to as an example of my future, as the teacher. Also, the fact that many of their approaches remind me of my mother and I's bond bringing so much more comfort and trust in the classroom.

Andrea Hlongwane
3909 Rosecrest Ave • 2121



STRONG
SCHOOLS
MARYLAND
strongschoolsmaryland.org

SB1000_Frederick County_FAV_Gardner

Uploaded by: Gardner, Jan

Position: FAV



JAN H. GARDNER

**Frederick County
Executive**

HB1300

SB 1000

**Blueprint for Maryland's Future
- Implementation**

County Position: SUPPORT

Date: February 17, 2020

Committee: Joint Committee Hearing

Frederick County Executive Jan Gardner urges your **SUPPORT** for House Bill 1300 and Senate Bill 1000 – Blueprint for Maryland's Future - Implementation.

Public education has been the path to opportunity for generations. It is our collective goal to ensure that we keep the promise of public education for all students particularly those living in poverty and with special needs. We know that public education has the power to lift our students, their families and ensure our long-term economic prosperity.

The 2016 Adequacy Study and the work of the Commission on Innovation and Excellence in Education builds on Maryland's historic commitment to and strong foundation of support for the State's K-12 public schools. The Commission's policy and school finance recommendations, brought to fruition through this legislation, sets the stage that will allow Maryland to provide a world class education to every student in the State. The proposed legislation closely reflects the recommendations of the Commission.

County Executive Gardner supports the provisions in the proposed legislation that:

- Supports the explicit goals of the Commission on Innovation and Excellence in Education to ensure for every student in Maryland a high quality education and access to opportunity that will allow them to grow into successful adults, living rewarding and productive lives;
- Focuses on key policies that are proven to ensure the success of schools and students, including investments in high quality early childhood education and care, higher standards and status of the teaching profession, a comprehensive system of education that provides rigor and opportunity to all students, enhanced support for our most vulnerable students, and accountability that ensures excellence and equity for all;
- Effectively updates the State's public school funding and finance formula to provide adequate support for public education as well as equity in funding across the state; and
- Generates through the development of our most valuable resource – our people – a robust economy with opportunity for all in shared prosperity.

Frederick County Executive Gardner urges favorable **SUPPORT** for House Bill 1300 and Senate Bill 1000.

SB1000_Harford County_FWA_Glassman

Uploaded by: Glassman, Barry

Position: FAV



BARRY GLASSMAN

HARFORD COUNTY EXECUTIVE

February 17, 2020

The Honorable Paul Pinsky
Chair, Senate Educational, Health and Environmental Affairs

The Honorable Guy Guzzone
Chair, Senate Budget and Tax

The Honorable Maggie McIntosh
Chair, House Appropriations

The Honorable Anne Kaiser
Chair, House Ways and Means

**RE: HOUSE BILL 1300/SENATE BILL 1000 – BLUEPRINT FOR
MARYLAND’S FUTURE- IMPLEMENTATION - SUPPORT WITH
AMMENDMENTS**

Dear Committee Members:

Harford County is appreciative of the tremendous time and effort invested by the Commission on Innovation and Excellence in addition to your own Department of Legislative Services staff. As a member of the Formula Revision Workgroup, I know many of the funding and programmatic proposals of the Blueprint are some of the most complex in current public policy discourse.

I am in support of the Blueprint’s goals for additional funding and reforms outlined in the Foundation program. Harford County currently invests approximately 50 percent of its local revenue on education. Over my past five years as County Executive, our teachers, central office administrators and all school staff have received raises. This year all teachers will also be caught up on step increases missed during the Great Recession and starting teacher salaries plus benefits in Harford County are among the highest in the State. I appreciate the Bill remaining fairly faithful to the commission’s work and the findings of the formula workgroup. I believe the Bill should also clearly state a goal of having all Maryland jurisdictions contribute at least 40% of their local revenue to education funding in addition to the increases proposed at the State level.

Due to the breadth and scope of the Blueprint plan both fiscal and administrative, I would suggest that the following proposals be considered during your future deliberations:

MARYLAND’S NEW CENTER OF OPPORTUNITY

410.638.3350 | TTY Maryland Relay 711 | www.harfordcountymd.gov

220 South Main Street, Bel Air, Maryland 21014

THIS DOCUMENT IS AVAILABLE IN ALTERNATIVE FORMAT UPON REQUEST

- Begin by piloting the entire Blueprint in Baltimore City for years one through five. And fund the entire pilot for Baltimore City during the next five years.
- Continue efforts to increase salaries consistent with the Blueprint and implement the Career Ladder for Educators through the existing teacher salary incentive program from the Bridge to Kirwan throughout all Maryland jurisdictions, as outlined in the Blueprint.
- Implement the special education recommendations immediately in all 24 jurisdictions.
- Begin to develop a recruitment and training program to develop a teacher candidate pool so the State has enough potential hires for the collaborative phase of the program.
- Develop a detailed plan to evaluate the results of the Baltimore City pilot program related to cost, performance, and results, and make adjustments prior to implementing the Blueprint plan statewide in year six.

This approach would allow us to pilot this program in Baltimore City and to test its various elements across the Foundation program and evaluate it at the end of five years. In the meantime it would allow all Maryland jurisdictions to move ahead with the Commission's salary increase recommendations, career ladder and development program so that we meet salary goals in advance of rolling out the Blueprint statewide in year six.

I realize that these ideas are somewhat out of the box, but I do believe that they would not only make this effort more affordable for the State, but would also give local jurisdictions an opportunity to gear up for a full implementation in year six.

Thank you for allowing me to share my thoughts today and for all of your work regarding this generational initiative. I would be glad to provide any additional information at a later date.

With every good wish, I remain

Very truly yours,



Barry Glassman
Harford County Executive

BG/tmw

SB1000_Harford County_FWA_Glassman

Uploaded by: Glassman, Barry

Position: FAV



BARRY GLASSMAN

HARFORD COUNTY EXECUTIVE

February 17, 2020

The Honorable Paul Pinsky
Chair, Senate Educational, Health and Environmental Affairs

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Thank you for allowing me to share my thoughts today and for all of your work regarding this generational initiative. I would be glad to provide any additional information at a later date.

With every good wish, I remain

Very truly yours,



Barry Glassman
Harford County Executive

BG/tmw

Hettleman_FAV_SB100

Uploaded by: Hettleman, Kalman "Buzzy"

Position: FAV

Kalman R. Hettleman
2901 Boston Street, Unit 216
Baltimore, Maryland 21224
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Phone: 410-367-5439
Fax: 410-367-8477

EQUITY AND JUSTICE FOR STUDENTS WITH DISABILITIES

Testimony on SB 1000 and HB 1300: Blueprint for Maryland's Future – Implementation (2/17/2020)

Senate and House Committee Chairs and Members:

I was a member of the Kirwan Commission, and want, first, to thank the legislators here who served so hard and well on the Commission. I am grateful to have been your colleague and I strongly support the Blueprint.

But there is one un-noticed provision in the bills that urgently requires amendment. It involves a big loophole in the appropriation of additional funds for students with disability under last year's preliminary Blueprint bill (SB 1030). The loophole allowed local school districts to divert some or all of the additional funds away from serving students with disabilities. That is, some local districts used the funds to supplant, not supplement funding for special education.

The Department of Legislative Services tried to prevent it. Its guidance was intended to prevent supplanting, but many local school districts were still able to get away with it. And that diversion is both illegal and immoral.

The clear purpose of the additional funds was to begin to remedy the severe underfunding of special education and underachievement of students with disabilities (even taking their disabilities into account) --- for example, students with dyslexia.

There is no doubt that the diversion is illegal: inadequate funding constitutes a violation of federal and state law that guarantees appropriate services to students with disabilities. And it is immoral because funding is being taken away from our most vulnerable students – those who have disabilities and are disproportionately poor and of color. **Of all of last year's Blueprint funding, the only funding that could be and was diverted from its categorical purpose was the funding for students with disabilities.**

How can this be? Because for one thing, students with disabilities are also the most politically powerless of all school constituencies, or else special education programs wouldn't be as bad as they are universally known to be. For another, the diversion of funds can be done by complicated bookkeeping that is not transparent.

The Kirwan Commission at its last meeting recognized the loophole in SB 1030 that enabled the diversion, and recommended certain language that was similar to the language that the Department of Legislative Services had tried to impose.

However, the bills before you use a different language that unintentionally creates an even wider loophole. The language reads (p. 38, line 16): “Each school shall use the funds provided under this section to provide the services required by each student’s individualized education program or 504 plans.” Those of us who work in special education as I do --- I have over the past 20 years represented pro bono over 250 students with disabilities – know that this language is open to a technical interpretation that would continue to allow diversion.

That language should be stricken and a straightforward sentence inserted that says in effect: Local school districts shall use the special education funding under the Blueprint to supplement funding for special education over the previous year’s funding level. This is standard Maintenance of Effort language, and no reason has ever been given as to why it should not be used to close the diversion loophole once and for all.

Let me add two more notes about the diversion. One, it undercuts the General Assembly’s promise that there will be accountability for how the Blueprint funds are spent. Nothing is more unaccountable than the diversion of special education funds from their intended purpose.

A second note is that it isn’t only students who are being victimized. Teachers are victimized too. Special education teachers are the hardest to recruit because they are asked to teach too many students who are too far behind. Despite their commitment, job satisfaction is missing, and they exit quickly. One way we can enhance teacher recruitment and retention is by giving special education teachers the resources to do the job right.

In closing, I appreciate and admire your dedication to the very difficult task ahead of you. At the same time, ending the diversion of funds from students with disabilities should be easy. It’s necessary and the right and just thing to do. Thank you for considering it.

LWVMD_Lois Hybl_FAV_SB1000

Uploaded by: Hybl, Lois

Position: FAV



TESTIMONY TO THE HOUSE APPROPRIATIONS COMMITTEE, HOUSE WAYS AND MEANS COMMITTEE, SENATE EDUCATION, HEALTH, AND ENVIRONMENTAL AFFAIRS COMMITTEE AND SENATE BUDGET AND TAXATION COMMITTEE

HB 1300/SB 1000 Blueprint for Maryland's Future - Implementation

POSITION: Support

BY: Lois Hybl and Richard Willson, Co-Presidents

DATE: February 17, 2020

The League of Women Voters of Maryland (LWVMD) strongly supports HB 1300/SB 1000 Blueprint for Maryland's Future – Implementation.

This proposed legislation addresses the changing demographic composition of our public school students by including an additional per pupil weight for the concentration of poverty and increasing funding for English learners, students with special needs, and other targeted populations. We desperately need the services that can be leveraged by the Community Schools Coordinators funded by the concentrated poverty weight. The recommendations also recognize the research-based importance of early education by including a weight for full-day Pre-K for low-income 3- and 4-year old children. Other commendable provisions include additional resources for teachers, mental health workers and other services to reduce the negative influence of social problems on children's ability to learn. The proposed allocations for Career and Technical Education are desperately needed to improve options and opportunities for students wanting to pursue a career track.

LWVMD has supported a foundation program based on a weighted per pupil formula supported from general state revenues at a level high enough to eliminate inequities since 1972. Maryland League members have, since the 1950s, understood the importance of the relationship between various revenue sources available to state government and the services provided by those revenues. To fund the Commission's recommendations, we support progressive changes to our tax structure. Finally, we support policies that prioritize collaboration across governmental departments and agencies and provide easy-to-access services for children and their families, something the Community Schools provisions address.

In addition since 1989, LWVMD has supported state aiding local school systems in attracting and retaining competent teachers including setting realistic minimum beginning salaries. Increasing the minimum teacher salary is an important step towards paying teachers as the professionals they are, but we think this should be in place at least by July 1, 2025 rather than delaying it until 2029.

For government in general, we support a systematic review process of expenditures, programs and services to determine their impact, efficiency and sustainability. Thus, we support strong accountability, but we oppose withholding desperately needed resources from schools and districts as a sanction for not meeting performance goals. We would want schools which are struggling to achieve strong implementation and achievement to get more help from the accountability board and have significant stakeholder input into plans.

Providing adequate and equitable Pre-K - 12 public education by supporting full funding for the Commission recommendations is one of our highest priorities for the 2020 General Assembly. LWVMD with 1500+ members urges a favorable report for HB 1300/SB 1000 because the cost of not investing in adequate and equitable funding for public education is too great.

Partnership_Noora Kanfash_FAV_SB1000

Uploaded by: Kanfash, Noora

Position: FAV



To: Hon. Chair Guzzone and Members of the Senate Budget and Taxation Committee
Hon. Chair Pinsky and Members of the Senate Education, Health, and Environmental Affairs Committee
Hon. Chair McIntosh and Members of the House Appropriations Committee
Hon. Chair Kaiser and Members of the House Ways and Means Committee

Re: Testimony in Support of Senate Bill 1000 and House Bill 1300
Blueprint for Maryland's Future – Implementation

Date: February 17, 2020

The Partnership to End Childhood Hunger in Maryland is a coalition of non-profits, community groups, advocates, faith communities, and public agencies that was founded in 2008. The Partnership works to increase food security and leveraging nutrition programs is our key strategy. We focus on enhancing food access through school breakfast, school lunch, afterschool meals, and summer meals, as well as the Maryland Meals for Achievement (MMFA) program, Community Eligibility Provision (CEP), Women, Infants and Children's Program (WIC) and Supplemental Nutrition Assistance Program (SNAP).

We support SB1000/HB1300, the Blueprint for Maryland's Future

- The Partnership supports the recommendations in SB1000/HB1300 to **expand access to Early Childhood Education** opportunities as this simultaneously expands access to the critical safety net meal programs.
- The Partnership also supports recommendations in SB1000/HB1300 to **improve college and career readiness** as important strategies to reduce poverty and food insecurity.
- The Partnership supports recommendations in SB1000/HB1300 to **expand Community Schools** as they increase resources and support available to schools and communities. Community School Coordinators identify resources and coordinate programs such as food pantries, farmers markets, and outreach for Supplemental Nutrition Assistance Program (SNAP) enrollment.

In addition, we urge you to consider the following recommendations so that all students have the fuel they need to take advantage of the educational opportunities available to them.

Members of the Policy Committee of the Partnership to End Childhood Hunger in Maryland

Advocates for Children and Youth • Capital Area Food Bank • Critical Issues Forum • Family League of Baltimore
Maryland Association for Elementary School Principals • Maryland Farmers Market Association
Maryland Food Bank • Maryland Hunger Solutions • Maryland Out of School Time Network • Maryland PTA
Share Our Strength – No Kid Hungry Maryland • St. Vincent de Paul of Baltimore

1. Support the Community Eligibility Provision, which creates Hunger-Free Schools

The Community Eligibility Provision (CEP) is a federal school meal funding option that allows schools to offer breakfast and lunch at no cost to all students, essentially becoming Hunger-Free Schools. In addition, schools using CEP do not require families to complete annual free and reduced-price school meal applications. CEP was authorized by the federal Healthy, Hunger Free Kids Act of 2010 and more than 102,000 students in Maryland attend one of 238 Hunger-Free Schools.

A recent Johns Hopkins University study found that students attending Maryland schools with CEP were **nearly 3 times less likely to be food insecure**, as compared to students attending a comparison district school – even after adjusting for race/ethnicity and education level of the adult. The study also found **improved attendance** rates in CEP elementary and middle schools, improved grade 10 promotion rates, and higher school lunch participation rates in CEP schools.¹ In addition, CEP also **eliminates unpaid school meal debt** and the ensuing practice of “lunch shaming.”

➔ Therefore, the Partnership strongly supports the Community Eligibility Provision (CEP) and we encourage legislators to **use state policy to encourage schools to enroll in CEP**.

➔ The Partnership urges the legislature to **include alternative school-level poverty measures that are equivalent to the free and reduced-priced school meal rate** in all programs. Allowing other measures is important for schools that participate in CEP and therefore do not collect meal benefit applications.

- For example, schools should be able to meet eligibility criteria for funding or programming using the Identified Student Percentage (**ISP multiplied by 1.6**), as the USDA has determined that this is equivalent to the free and reduced-price school meal rate. The 1.6 multiplier accounts for the fact that the ISP includes students at a lower level of poverty (< 130% of the federal poverty level) as compared to the free and reduced-price meal rate (< 185%).
- For example, SB1000/HB1300 currently sets funding eligibility for **Community Schools** based on free and reduced-price school meal rate. **In addition to that metric**, CEP schools should be able to qualify for Community School funding using another equivalent measure.

2. Strengthen the Direct Certification System

The Partnership supports a robust **direct certification system** as it is an efficient and effective method to certify low-income students for free school meals without requiring the completion of a free and reduced-price school meal application. This system “directly certifies” students for free school meals through data matching with existing needs-based program databases. Students may be directly certified if they are in foster care or Head Start, are homeless, migrant or living in households that receive Supplemental Nutrition Assistance Program (SNAP) benefits or Temporary Assistance for Needy Families

¹ <https://www.tandfonline.com/doi/full/10.1080/19320248.2019.1679318>

(TANF). With a stronger direct certification system, more students will qualify for free meals, poverty counts will be more accurate, and federal reimbursements for school meals will be higher.

- ➔ The Partnership encourages the legislature to require that **all categories** of eligible students be included in the direct certification system. Federal policy currently requires the use of Supplemental Nutrition Assistance Program (SNAP) data, however, all of the additional allowable categories should also be mandated by the state for inclusion in the data matching database. These additional categories include Temporary Aid to Needy Families (**TANF**), students identified as **migrant** or **homeless**, and students in the **foster care** system. Students identified as homeless, for example, can be identified and matched with the Homeless Management Information System (**HMIS**), a database for all federal homelessness funding.
- ➔ The Partnership also strongly supports the inclusion of **Medicaid data** in the direct certification system and encourages the state to apply for this federal option as soon as it becomes available again. Maryland did not elect this when the option was previously available to states and therefore the legislature should provide the support and oversight necessary to participate.
- ➔ The Partnership supports **increased transparency** in the department, with regular progress reports and data updates. While states are required to directly certify at least 95% of children who are members of households receiving SNAP benefits, Maryland has failed to meet the minimum threshold by certifying just 91%.² As a result, thousands of additional children were not directly certified for free school meals, despite being eligible.
- ➔ Until the state applies to use Medicaid data in the direct certification count, school districts should be allowed to use **Medicaid data** as a proxy for poverty for other income-based funding or programs. For example, State compensatory education funding formulas would be more accurate if Medicaid data was available. Note that children (under age 21) are not subject to the Medicaid eligibility requirement to be lawfully present in the US for more than 5 years, therefore, new immigrants that meet income eligibility may qualify for these health benefits.
- ➔ **Access to Medicaid data** would also allow school districts additional flexibility in distributing federal **Title 1** education grants for disadvantaged students. Title 1 funding may be used for teachers, materials, or afterschool programs, for example, and is distributed to school districts based on the Census poverty rate for children aged 5-18. Each district distributes the funding to individual schools based on an assessment of the poverty level in each school – usually the free and reduced-price school meal rate. However, since Community Eligibility Provision (CEP) schools do not collect free and reduced-price school meal applications, school districts with CEP may choose a different poverty measurement to distribute Title 1 funding. Most school districts with CEP have opted to use the Identified Student Percentage (ISP) and the majority of students captured in the ISP are living in households that receive Supplemental Nutrition Assistance Program (SNAP) benefits. Due in part to

² Direct certification of SNAP households for the 2014-15 SY, the most recent data available publicly.

recent federal policy changes, immigrant families may be less likely to participate in SNAP, and as a result, ISP may not fully reflect the level of poverty present in a high immigrant school. Fortunately, **school districts may use the following data sources to determine poverty level for distributing their Title 1 funding:** Census poverty data for ages 5-17, free and reduced-price school meal rate, direct certification rate (ISP, with or without a multiplier), TANF, Medicaid, or any combination of these.³ Therefore, the availability of Medicaid data will allow schools additional options to utilize the most accurate poverty measure for their community.

3. Support the Maryland Meals for Achievement Breakfast in the Classroom Program

Maryland Meals for Achievement (MMFA) provides state funding to supplement federal school meal reimbursements so that schools can offer universal free breakfast in the classroom. Research has shown that MMFA improves educational performance and student health and reduces behavioral issues. In addition, every dollar of state MMFA funding leverages an additional \$5.46 in federal reimbursements and MMFA schools have no unpaid school meal debts for breakfast.

- ➔ Schools with poverty rates over 40%, as measured by the free and reduced-price school meal rate, are eligible for MMFA. However, an equivalent poverty measure (ISP x 1.6) should also be permitted to qualify.
- ➔ While 522 schools currently benefit from MMFA, more than 300 are eligible, but unable to participate due to inadequate funding. SB1000/HB1300 should include full funding for this successful intervention, which has supported health and learning in Maryland for more than 20 years.

In conclusion, hungry students are not ready to learn, therefore, SB1000/HB1300 should include support for schools to ensure access to the healthy food our students need.

Respectfully submitted,

The Policy Committee of the Partnership to End Childhood Hunger in Maryland

Noora Kanfash, Policy Committee Chair

nkanfash@strength.org

³ Guidance, The Community Eligibility Provision and Selected Requirements Under Title 1, Part A of the Elementary and Secondary Education Act of 1965, as Amended, Rev. March 2015.

<https://fns-prod.azureedge.net/sites/default/files/cn/SP35-2015av2.pdf>

Members of the Policy Committee of the Partnership to End Childhood Hunger in Maryland

Advocates for Children and Youth • Capital Area Food Bank • Critical Issues Forum • Family League of Baltimore
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MD Catholic Conference_FAV_SB 1000 - HB 1300

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Position: FAV



ARCHDIOCESE OF BALTIMORE † ARCHDIOCESE OF WASHINGTON † DIOCESE OF WILMINGTON

February 17, 2020

**SB 1000 & HB 1300
Blueprint for Maryland's Future – Implementation**

**House Ways & Means Committee / House Appropriations Committee
Senate Budget & Taxation Committee / Senate Education, Health & Environmental Affairs
Committees**

Position: SUPPORT

The Maryland Catholic Conference offers this testimony in SUPPORT of the Blueprint for Maryland's Future legislation, SB 1000 & HB 1300. The Conference represents the three (arch)dioceses serving Maryland, the Archdioceses of Baltimore and Washington and the Diocese of Wilmington, which together encompass over one million Marylanders.

This legislation offers reforms toward an equitable world-class education system for all of Maryland's public school students. As the second largest social services provider in Maryland outside of our state government, the Church is uniquely positioned to assess the needs of our state, particularly in its most underserved areas. Through our charities, hospitals, parishes and other programs, we understand the crippling effect of poverty. We also know firsthand that education is a pathway out of poverty. Thus, we offer our support for SB 1000 & HB 1300, believing it to be such a pathway.

Please direct your attention to the attached January 29, 2020, op-ed jointly authored by Baltimore City Schools CEO Dr. Sonja Santelises and Most Rev. William E. Lori, Archbishop of Baltimore, as the remainder of our testimony.

Baltimore archbishop, schools CEO: Funding Kirwan education plan shows commitment to kids | COMMENTARY

By REV. WILLIAM E. LORI, ARCHBISHOP OF BALTIMORE, and DR. SONJA SANTELISES
FOR THE BALTIMORE SUN | JAN 29, 2020 | 8:01 PM

As the 2020 legislative session of the Maryland General Assembly convenes, we offer these words as leaders of the archdiocesan Catholic school system and the Baltimore City public school system that together serve nearly 90,000 school children in Baltimore. We implore our elected officials to recognize the opportunity before them this year to achieve a significant and lasting impact on the lives of these children.

It is clear to all that the most pressing issue to be debated this session is the implementation of the recommendations of the Commission on Innovation and Excellence in Education, better known as the Kirwan Commission. After several years of intense study and deliberation, the commission has outlined a robust, and admittedly expensive, set of research-based reforms for Maryland's public school system. These reforms offer the promise of equitable and excellent educational opportunities for every student, regardless of their income or neighborhood.

Here in Baltimore, these reforms could not be more urgent. At a time when our city continues to suffer the trauma of violence that has taken more than 350 lives last year, we implore all legislators in Annapolis to consider the



Democratic state and county lawmakers gathered at Parole Elementary School with constituents and educators to discuss the findings of Kirwan Commission. From left: County Executive Stuart Pittman, Sen. Sarah Elfreth and Delegates Eric Luedtke, Alice Cain and Shaneka Henson. (Alex Mann / Capital Gazette)

complex and extensive needs that we are working to address among our students and their families.

Our students need teachers who are equipped with the expertise and experience to understand and manage the myriad spectrum of issues their students and families are confronting, as well as the wrap-around services to enable them to be ready to learn. They need safe, well-maintained and welcoming school environments that assure them they are valued and cared for. They need stimulating educational standards that acknowledge their potential and provide them the individually-tailored tools to meet those standards.

More than anything, our children in Baltimore need champions who will no longer settle for the decades of disparate treatment that has plagued our city and led to so much devastation. If we are ever to turn the tide on the challenges facing Baltimore, there is no doubt that it will come through reaching our youngest generations, and ensuring they are no longer denied the opportunities that a sound education can provide.

To be sure, every child in Maryland deserves this same opportunity, and many jurisdictions, whether they be rural, suburban or urban, face similar challenges in serving their student populations. We fully acknowledge, as well, that the significant increases in both state and local spending over the next 10 years called for in the Kirwan recommendations must be scrutinized both in terms of realistic affordability and strict standards of accountability.

At the same time, however, we maintain that successfully addressing the compelling needs of the children of Baltimore will ultimately be the measure of our commitment to them — and to their future and ours. Their fate — subject for far too long to the vestiges of the undeniable racism that infects so many aspects of our society — must rest on the conscience of every one of the 188 members of the Maryland General Assembly.

The hard work of balancing competing regional interests, budget considerations and assurances that future investments will yield promised results will be no easy task for our legislators. We stand ready to support them in any way and pledge to boldly stand with them in justifying our state's priorities in favor of our young people. We urge our representatives to commit the resources that will enable the human infrastructure which our state and communities require to be competitive in this 21st century. Time is not on our side and each day that we delay, we lose further ground. Surely, there is no greater priority than this overdue investment in our youth and all that they will achieve, if only given the chance.

Rev. William E. Lori is archbishop (Archbishop@archbalt.org) of the Archdiocese of Baltimore.

Sonja Santelises (CitySchoolsCEO@bcps.k12.md.us) is CEO of Baltimore City Public Schools.

BCPSS_LouisLapp_FAV_SB1000

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Position: FAV

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020**

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to transform Maryland's early childhood, primary, and secondary education system to the levels of high performing systems around the world.

I am an eighth grade student from Roland Park Elementary and Middle School, a facility in the Baltimore City, Maryland District. I have attended public school since kindergarten, and since then I have noticed an abundance of issues regarding my education. I have experienced class sizes of nearly thirty-five, and I have endured the effects of insufficient materials, such as textbooks and papers. Without sufficient materials, it becomes quite difficult to achieve my desired potential.

The Blueprint for Maryland's Future [HB1300/SB1000] is crucial to the advancement of the future generation. Without sufficient funding, Maryland schools lack the resources they need to implement a productive learning environment. Without textbooks, there is less structure to the course which can lead to irrelevant or simplified classes. Without science materials, the classes lack the aspects of visual and interactive learning. With dysfunctional technology, classes are slowed or even canceled, making them counter-productive. The lack of funding narrows our learning which in turn reflects our performance.

The Blueprint helps reverse the consequences of poorly funded public schools. With adequate funding, this bill could promote a healthier learning environment. It has the potential to decrease class sizes, upgrade technology and purchase updated textbooks. The plan would aid closing the gap Maryland public schools face in comparison with the public schooling provided by foreign nations. An increased education would keep Maryland in the race of superior education and a stronger community. After all, in the long run, promoting stronger education would possibly decrease unemployment rates and allow Maryland citizens to become more successful on the path to achievement. Maryland is **capable** of passing a bill promoting education. The only question that remains is whether Maryland **wants** to.

Through passing this bill, we can seize the opportunity to provide an engaging and productive education to the children of Maryland. In my opinion, there are few things more important than the progression of our society and the adequate education needed to reach that goal. We should build our way to the future, starting with the crucial foundations of education.

It is for these reasons that I urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Louis Lapp, District 3
Student of the Baltimore City Public School District

BJC_HowardLibit_FAV_SB1000 HB1300 Kirwan

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Position: FAV

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Suburban Orthodox Congregation
Temple Beth Shalom
Temple Isaiah
Temple Oheb Shalom
Winands Road Synagogue Center
Zionist Organization of America
Baltimore District



WRITTEN TESTIMONY

Senate Bill 1000 and House Bill 1300 (SB1000/HB1300) - Blueprint for Maryland's Future – Implementation Senate Education, Health, & Environmental Affairs; Senate Budget & Taxation; House Appropriations; and House Ways & Means Committees February 17, 2020

SUPPORT

Background: SB1000 and HB1300 would implement The Blueprint for Maryland's Future, the recommendations of the task force commonly known as the "Kirwan Commission," designed to transform Maryland's early childhood, primary, and secondary education system to the levels of high-performing systems around the world. The bill would also create new accountability mechanisms intended to ensure the Commission's recommendations are implemented properly and consistently across Maryland's 24 public school systems.

Written Comments: A key to the values of Judaism is education. Jewish immigrants realized the importance of public education as a way to become integrated in American secular society. The Jewish community and the Baltimore Jewish Council (BJC) have a long tradition of supporting public and non-public education at all levels.

Consistent with our values, the BJC supported the 2001 recommendations of the Thornton Commission on K-12 public education funding. We see the report of the Kirwan Commission as the logical next step in taking our public school systems to a higher level. The Blueprint for Maryland's Future aims to transform our state's thinking about education from prekindergarten through high school, creating a system of enhanced funding and greater accountability that will ensure that all students – regardless of where they live in our state – have an opportunity to learn and be prepared to become productive members of our society. While we recognize that it will be a challenge to find funding for the full 10-year implementation of the plan, we believe that this investment is crucial to the future of our state.

With this in mind, the Baltimore Jewish Council urges a favorable report on SB1000 and HB1300.

The Baltimore Jewish Council, a coalition of central Maryland Jewish organizations and congregations, advocates at all levels of government, on a variety of social welfare, economic and religious concerns, to protect and promote the interests of the Associated Jewish Community Federation of Baltimore, its agencies and the Greater Baltimore Jewish community.

BALTIMORE JEWISH COUNCIL
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Member of the Jewish Council for Public Affairs

AN AGENCY OF
 The **Associated**
Inspiring Jewish Community

DRM_LeslieSeidMargolis_FAV_SB1000

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Position: FAV

Education Advocacy Coalition for Students with Disabilities

**SENATE BUDGET & TAXATION AND EDUCATION, HEALTH AND ENVIRONMENTAL AFFAIRS
COMMITTEES**

HOUSE APPROPRIATIONS AND WAYS AND MEANS COMMITTEES

SENATE BILL 1000/HOUSE BILL 1300: BLUEPRINT FOR MARYLAND'S FUTURE--IMPLEMENTATION

FEBRUARY 17, 2020

POSITION: SUPPORT

The Education Advocacy Coalition for Students with Disabilities (EAC), a coalition of more than 25 organizations and individuals concerned with education policy for students with disabilities in Maryland, submits this testimony in strong support of Senate Bill 1000/House Bill 1300, which would legislate the implementation of the recommendations made by the Commission on Innovation and Excellence in Education, informally known as the Kirwan Commission. This sweeping legislation, if enacted, will completely change the nature of public education in Maryland for years to come by addressing funding inequity, mandating expanded preschool services, requiring behavioral health services with a recognition of the need for trauma-informed care, addressing teacher training issues, and creating an accountability structure that was missing from previous efforts to overhaul the state's education funding structure.

We appreciate the recognition that in order to stay on track for college and career readiness, a world-class educational system will require additional supports and services for students with disabilities. Many students with disabilities also belong to families who are low income and families where English is not the primary language--also groups identified as requiring additional resources. EAC members are glad to see the provision in Section 5-225 (House Bill) requiring each school to use the funds provided under the section to provide the services provided by each student's individualized education program or Section 504 plan. It is our hope that as this process unfolds, the General Assembly will require school districts to use these funds to supplement the funds they already receive for special education, not to supplant them, as a number of school districts did last year after receiving additional special education funding from the General Assembly.

EAC members strongly support the expansion of public preschool slots to include children with disabilities regardless of family income and the inclusion of students with disabilities as a structural element of preschool program quality. When children with disabilities have the opportunity to attend school with their peers without disabilities from the earliest age, all children benefit. Given the importance of intervening early to address developmental delays and disabilities, it is important to provide funding for the infants and toddlers program, which has been level-funded since Fiscal Year 2009. It is also important to ensure funding for students with disabilities in state-funded education programs, such as those within the Juvenile Services facilities.

We are glad to see that the Accountability and Implementation Board will be required to consider stakeholder input into the implementation plan for the Blueprint. We are also glad that the Blueprint addresses teacher preparation; so many of the issues faced by the families represented or served by EAC

members are the result of school staff who do not have sufficient training to meet the needs of the children with disabilities in their classrooms.

We applaud the Maryland General Assembly for putting forth this extraordinary legislation and reiterate our strong support for SB 1000/HB 1300. For more information, please contact Leslie Seid Margolis, Chairperson, at 410-727-6352, ext. 2505 or at lesliem@disabilityrightsmd.org.

Respectfully submitted,

Selene A. Almazan, Selene Almazan Law, LLC

Elizabeth Benevides, Howard County Autism Society

Ellen A. Callegary, Law Offices of Ellen A. Callegary, P.A.

Michelle Davis, ABCs for Life Success

Jennifer Engel Fisher, Weinfeld Education Group

Ann Geddes, Maryland Coalition of Families

Morgan Durand Horvath, M.Ed., Abilities Network

Nicole Joseph, Nicole Joseph Law

Rosemary Kitzinger and Marjorie Guldan, Bright Futures, LLC

Rachel London, Maryland Developmental Disabilities Council

Leslie Seid Margolis, Disability Rights Maryland

Mark B. Martin, Law Offices of Mark B. Martin, P.A.

Ellen O'Neill, Atlantic Seaboard Dyslexia Education Center

Rebecca Rienzi, Pathfinders for Autism

Monica Simpkins, Learning Disabilities Association of Maryland

Karleen Spitulnik, Decoding Dyslexia Maryland

Ronnetta Stanley, Loud Voices Together

Maureen van Stone, Project HEAL at Kennedy Krieger Institute

SB 1000_HB1300_MD Center on Economic Policy_FWA

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Position: FAV

Now Is the Time to Build the Future Maryland Children Deserve

Position Statement in Support of House Bill 1300 and Senate Bill 1000 with Amendment

Given before the House Appropriations, House Ways and Means, Senate Education, Health and Environmental Affairs, and Senate Budget and Taxation Committees

Great public schools are part of the foundation of a thriving community. They reflect our understanding that every child has something to contribute and embody our commitment to providing the support children need to learn and thrive. The reforms the Commission on Innovation and Excellence in Education has recommended have the potential to make Maryland schools among the best in the world, reduce barriers that hold back Marylanders of color, and strengthen our economy for decades to come. The Maryland Center on Economic Policy supports House Bill 1300 and Senate Bill 1000, with certain amendments.

While Maryland's best schools today demonstrate what is possible when we invest in learning, we have allowed our support for public education to erode over the last decade. As of 2017, only six of the state's 24 school districts were funded at or near the standard lawmakers set in 2002, down from 23 districts that were close to fully funded just before the Great Recession. Scores on state and national assessments improved in the early part of the century, but those improvements stalled as we chipped away at education funding—even as we raised academic expectations. Maryland's underinvestment in schools harms children in every part of our state and hits students of color hardest, with over half of Black students attending a district that is underfunded by 15 percent or more.¹

We now have a rare opportunity to change course. House Bill 1300 and Senate Bill 1000 are the culmination of more than three years of work by the Kirwan Commission, the Blueprint for Maryland's Future Work Group, and the General Assembly. The funding formula and phase-in schedule in the bills will finish the job that the 2018 and 2019 down payment bills began, enabling the state to:

- Make high-quality prekindergarten available to all children so they can enter school ready to learn
- Bring teacher pay up to the level of comparable professions and increase opportunities for career advancement
- Enable schools in struggling communities to provide the services children need, such as physical and behavioral health care
- Ensure every student leaves high school prepared for college or a well-paying career

These reforms are essential for the success of Maryland's children and our economy. Research shows that strengthening our investments in education can boost children's future earnings, especially for children who grow

up in a low-income family. Once fully phased in, the Kirwan Commission recommendations could increase children's future income by up to \$14,000 per year.ⁱⁱ

Enacting House Bill 1300 and Senate Bill 1000 would be an enormous step forward for Maryland's children, our communities, and our economy. The General Assembly should reject any impulse to delay or weaken these reforms. We also request that the committees consider certain improvements to the bills:

- Rectify the calculation of compensatory education enrollment, which we believe does not accurately reflect the commission's intentions as written and would undercount the number of students in low-income families.
- Clarify ambiguous language regarding the calculation of concentrated poverty funding.
- Create a more equitable funding formula by taking steps such as maintaining the current compensatory education weight of 97 percent or updating the way the state and local jurisdictions divide funding responsibilities.

An appendix to this testimony describes the requested amendments in more detail.

There is no question that the Kirwan Commission plan is ambitious and will require Maryland to strengthen our support for public schools. A strong educational foundation is essential to build a healthy economy in the long term. We can afford to make the needed investments if we are willing to make smart reforms to our revenue system, such as closing loopholes that benefit only large, multistate corporations and fixing our upside-down tax code that asks the least of the individuals with the greatest ability to pay.

Ultimately, Maryland cannot afford not to enact the Kirwan Commission recommendations. The General Assembly should act swiftly and boldly to make these recommendations a reality.

For these reasons, the Maryland Center on Economic Policy respectfully requests that the Committees make favorable reports on House Bill 1300 and Senate Bill 1000 with amendment.

Equity Impact Analysis: House Bill 1300 and Senate Bill 1000

Bill summary

House Bill 1300 and Senate Bill 1000 fully implement the recommendations of the Commission on Innovation and Excellence in Education. The bills adopt an updated school funding formula, establish a schedule for transition to the new formula, and enact other provisions necessary to implement the commission recommendations.

Background

The Commission on Innovation and Excellence in Education was established in 2016 to complete the review of Maryland's education funding policies as required under the 2002 Bridge to Excellence in Public Schools Act. The General Assembly enacted legislation in 2018 and 2019 to begin implementation of the commission's recommendations, but has not yet adopted the funding formula or phase-in schedule needed to implement the reforms.

Equity Implications

Maryland's current education policies pose significant equity concerns:

- As of 2017, only six of the state's 24 school districts were funded at or above 95 percent of the Bridge to Excellence standard, despite higher academic expectations that render that standard inadequate.
- More than half of Black students in Maryland went to school in a district that was funded at least 15 percent below the Bridge to Excellence standard in 2017, as did 37 percent of Latinx students and 13 percent of white students.
- Maryland public schools are among the most racially segregated in the United States.ⁱⁱⁱ Segregation is intrinsically harmful and must ultimately be solved by meaningful integration; furthermore, inequitable school funding creates greater racial imbalances in a segregated school system.
- Multiple independent analyses have found that the wealthiest schools in Maryland are better funded than the least wealthy schools.
- Inadequate funding for special education in the current funding formula makes it harder for schools to guarantee students with disabilities the high-quality education they are entitled to under federal law.
- Inequitable access to high-quality pre-K-12 education contributes to inequitable opportunities later in life—to pursue higher education, to build a fulfilling and well-paying career, or to have a safe home in a thriving community.

House Bill 1300 and Senate Bill 1000 would mitigate—though not eliminate—these inequities:

- Strengthening overall state investments in public schools improves all students' access to a great education, and this improvement is most meaningful for students who today face barriers that prevent them from getting the education they deserve.
- The new concentrated poverty program will enable schools that face many of the greatest challenges to deliver the specific services their students need, such as on-site physical and mental health care. Both racial income inequality and residential segregation increase the likelihood that students of color will live in a high-poverty neighborhood.
- A significantly higher funding weight for special education will improve schools' ability to serve students with disabilities.

Impact

House Bill 1300 and Senate Bill 1000 would likely **improve racial, economic, and disability equity** in Maryland.

ⁱ MDCEP analysis of school funding data from the Department of Legislative Services and enrollment data from the National Center for Education Statistics.

ⁱⁱ MDCEP analysis of model estimates and data from C. Kirabo Jackson, Rucker Johnson, and Claudia Persico, "The Effects of School Spending on Educational and Economic Outcomes: Evidence from School Finance Reforms," *The Quarterly Journal of Economics* 131(1), 2016, <https://academic.oup.com/qje/article-abstract/131/1/157/2461148?redirectedFrom=fulltext>; the Opportunity Atlas by Opportunity Insights, <https://www.opportunityatlas.org/>; and the Department of Legislative Services.

Jackson, Johnson, and Persico estimate that for a low-income student, a 10 percent increase in per-pupil funding (sustained over 12 years) raises individual annual earnings by 10 percent. The Blueprint formula recommendation would increase state and local funding for Baltimore City schools by 69 percent, implying approximately a 69 percent increase in earnings for a worker who grew up in a low-income family in Baltimore City. Opportunity Atlas data shows that a child who grows up in a low-income family in Baltimore City will typically earn \$21,000 per year in adulthood. A 69 percent increase in such a worker's earnings would amount to \$14,000 per year.

ⁱⁱⁱ Gary Orfield, Jongyeun Ee, Erica Frankenberg, and Genevieve Siegel-Hawley, "Brown at 62: School Segregation by Race, Poverty and State," Civil Rights Project / *Proyecto Derechos Civiles*, UCLA, 2016, <https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/brown-at-62-school-segregation-by-race-poverty-and-state/Brown-at-62-final-corrected-2.pdf>

Appendix: Description of Requested Amendments

1. Calculation of compensatory education enrollment

Page 27, lines 12–20 of HB 1300 (p. 27, lines 11–19 of SB 1000) define the long-term calculation of compensatory education enrollment:

(II) FOR FISCAL YEAR 2026 AND EACH FISCAL YEAR THEREAFTER, THE GREATER OF:

1. THE NUMBER OF STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE MEALS USING THE UNITED STATES DEPARTMENT OF AGRICULTURE COUNT OR THE ALTERNATIVE STATE FORM FOR THE PRIOR FISCAL YEAR; OR
2. THE NUMBER OF DIRECT CERTIFICATION STUDENTS WHO ARE ENROLLED IN A PUBLIC SCHOOL IN THE COUNTY IN THE PRIOR FISCAL YEAR.

If Item (1) is greater, low-income students (those with family income less than 185 percent of the federal poverty line) will not be counted if they attend a community eligibility school and do not submit a state form—*even though the state already has the information necessary to determine these students' income.*

If Item (2) is greater, low-income students will not be counted if they are not directly certified, *even if they submit a form* (either the USDA form or a state form). These students will be undercounted regardless of what school they attend.

We believe that the following revision will avoid this undercount and accurately reflect the commission's intent:

(II) FOR FISCAL YEAR 2026 AND EACH FISCAL YEAR THEREAFTER, THE SUM OF:

1. THE NUMBER OF DIRECT CERTIFICATION STUDENTS WHO ARE ENROLLED IN A PUBLIC SCHOOL IN THE COUNTY IN THE PRIOR FISCAL YEAR; AND
2. THE NUMBER OF STUDENTS WHO IN THE PRIOR FISCAL YEAR:
 - A. ARE ENROLLED IN A PUBLIC SCHOOL IN THE COUNTY;
 - B. ARE ELIGIBLE FOR FREE OR REDUCED PRICE MEALS USING THE UNITED STATES DEPARTMENT OF AGRICULTURE COUNT OR THE ALTERNATIVE STATE FORM; AND
 - C. ARE NOT DIRECT CERTIFICATION STUDENTS.

2. Calculation of concentrated poverty funding

The definitions of “concentrated poverty level” (p. 29 lines 21–23 of HB 1300; p. 29 line 20–22 of SB 1000) and “eligible student” (p. 30 lines 10–13 of both bills) appear to be circular:

(3) ... “CONCENTRATION OF POVERTY LEVEL” MEANS THE AVERAGE PERCENTAGE OF ELIGIBLE STUDENTS OF THE SCHOOL’S ENROLLMENT FOR THE 3 PRIOR FISCAL YEARS ROUNDED TO THE NEAREST WHOLE PERCENT.

(5) “ELIGIBLE STUDENT” MEANS THE PRODUCT OF THE CONCENTRATION OF POVERTY LEVEL AND TOTAL ENROLLMENT IN AN ELIGIBLE SCHOOL IN THE SECOND PRIOR FISCAL YEAR ROUNDED TO THE NEAREST WHOLE NUMBER.

From the context, it appears that “eligible student” should define criteria for a student to be considered eligible for concentrated poverty funding. We are not able to offer alternative language.

Additionally, the calculation of the sliding scale per pupil amount for schools with a concentration of poverty level 5% greater than 55% but less than 80% is unclear and potentially ambiguous (p. 35 lines 4–7 of both bills):

(III) FOR SCHOOLS WITH A CONCENTRATION OF POVERTY LEVEL GREATER THAN 55% BUT LESS THAN 80%, THE PER PUPIL AMOUNT IS EQUAL TO THE PRODUCT OF THE CONCENTRATION OF POVERTY LEVEL AND THE SLIDING SCALE UPPER LIMIT MINUS THE SLIDING SCALE ADJUSTMENT FACTOR.

We believe that the following revision more clearly and unambiguously communicates the same calculation:

(III) FOR SCHOOLS WITH A CONCENTRATION OF POVERTY LEVEL GREATER THAN 55% BUT LESS THAN 80%, THE PER PUPIL AMOUNT IS EQUAL TO THE PRODUCT OF THE SLIDING SCALE UPPER LIMIT AND THE EXCESS OF THE CONCENTRATION OF POVERTY LEVEL OVER 55%.

This revision would also negate the need to define the sliding scale adjustment factor.

3. Equity improvements

While the Kirwan Commission recommendations would significantly improve education funding equity, they also leave significant room for improvement.

The Department of Legislative Services on November 21, 2019, presented to the Kirwan Commission estimates of the progressivity of Maryland state and local school funding under current law and under the Kirwan Commission recommendations.^{iv} This analysis emulated a similar methodology used by the Urban Institute to measure school funding progressivity. This methodology produces a summary index, with values less than 1 indicating that the funding distribution is regressive on a dollar basis and values greater than 1 indicating that the funding distribution is progressive on a dollar basis.

The DLS analysis found a progressivity index under current law of 1.011, essentially flat. The analysis found a progressivity index under the Kirwan Commission recommendations of 1.098, or slightly progressive.

However, this analysis did not include any adjustment for students’ needs. Kirwan Commission publications acknowledge overwhelming evidence showing that it costs more to deliver a high-quality education to students who face barriers in the classroom because of low family income, a disability, the legacy of ongoing racial

segregation and discrimination, or other factors, than to students who do not face these barriers. This means that **if education funding is flat or even slightly progressive on a dollar basis, it still leaves significant inequity when considering students' varying needs.**

Further improvements are needed to create a truly equitable school funding system. Examples of such improvements include:

- **Maintaining the current 97 percent compensatory education weight.**^v House Bill 1300 and Senate Bill 1000 recommend a long-term compensatory education weight of 74 percent, offset by an increase in the foundation funding level. However, the modest improvement in equity found by the DLS analysis indicates that this tradeoff likely does not leave high-poverty schools as well equipped as their wealthier counterparts to provide a world-class education, after adjusting for students' needs. Maintaining the current compensatory education weight or increasing it would produce a greater improvement in equity.
- **Updating the way state and local jurisdictions divide funding responsibilities.** Just as not all students have the same opportunities or face the same barriers, not all local jurisdictions have the same resources. With minor exceptions, the Kirwan Commission maintained the current, inequitable system for dividing state and local funding responsibilities. Improvements such as increasing the match rate used in the guaranteed tax base^{vi} or adopting a multiplicative wealth formula would ensure students in every part of Maryland can get the education they deserve.^{vii}

^{iv} "Preliminary Fiscal 2030 Progressivity Estimates," Department of Legislative Services, 2019, http://dls.maryland.gov/pubs/prod/NoPblTabMtg/CmsnInnovEduc/2019_11_21_Progressivityexhibit.pdf

^v For further discussion, see Christopher Meyer, "Investing in Every Child: The Future of Compensatory Education Aid in Maryland," Maryland Center on Economic Policy, 2017, http://www.mdeconomy.org/wp-content/uploads/2017/09/MDCEP_InvestEveryChild_2017_FNLlo.pdf

^{vi} Most discussion of the guaranteed tax base has focused on the wealth threshold below which school districts are eligible for a grant ("guaranteed wealth per pupil"). Raising this threshold, such as to 90 percent or 100 percent of statewide wealth per pupil, would improve equity. However, a more effective way to target state funding to the districts with the greatest needs would be to increase the rate at which the state matches additional local effort. This could be accomplished by specifying a coefficient greater than 1 on p. 20, line 23 of both bills.

^{vii} For further discussion, see Christopher Meyer, "Expanding Educational Opportunity in Maryland: The Role of Funding Formulas in Increasing Equity," Maryland Center on Economic Policy, 2017, http://www.mdeconomy.org/wp-content/uploads/2017/03/MDCEP_EdFundingMD_2017_FNL2lo-1.pdf

MOST_EllieMitchell_FWA_SB1000

Uploaded by: Mitchell, Ellie

Position: FAV

TITLE: Blueprint for Maryland's Future – Implementation
BILL: SB 1000/ HB 1300 **POSITION:** Support with Amendment **HEARING DATE:** 2/17/20

The Maryland Out of School Time (MOST) Network is a statewide organization working to increase both the quality and quantity of afterschool and summer learning opportunities for all students. MOST serves at the backbone for the Maryland Coalition for Community Schools (MD4CS) which is working to expand implementation of the Community School Strategy with fidelity to national best-practices. On behalf of the constituents supported by MOST and MD4CS we would like to applaud the Kirwan Commission for their ground-breaking policy recommendations and we are pleased to see the Blueprint for Maryland's Future – Implementation legislation SB1000/HB1300 adheres closely to the recommendations document. The comprehensive approach to education reform in all five areas of the document will undoubtedly transform Maryland education system and address long standing inequities in resources and opportunities afforded to our students, families, teachers, and schools.

After considerable research, consultation with experts, and briefings from advocates and implementers, the Commission chose to include Community Schools and Expanded Learning as key strategies for addressing the barriers to education students experience when they live in communities and attend schools that have been impacted by generational and concentrated poverty. The additional per-pupil funds designed to allow schools to expand learning and offer high quality afterschool and summer learning opportunities will support working families, increase safety and promote academic achievement. Community Schools and Expanded Learning combined are powerful deliverers of opportunities that change lives. MOST and MD4CS look forward to supporting school districts and schools in designing and implementing Community School and Expanded Learning strategies the align to the national and state standards and that fully incorporate community-based partners, utilize innovative learning approaches and reflect the principles of Youth Development Practice.

The decision to include Community Schools has been further supported by 2020 Rand Corporation study (https://www.rand.org/pubs/research_reports/RR3245.html) which adds to the growing body of evidence that Community Schools are helping schools turn the corner Over the three year study, schools in New York City implementing a Community School Strategy saw statistically significant improved attendance, on-time grade progression, credit-accumulation rates for high school, graduation rates, along with promising trends on math achievement. Two other outcomes from this study that may receive less attention but are equally as promising are

- Teachers in New York's Community Schools reported increased feeling of shared responsibility for student success; and,
- Elementary and Middle School student reported an increased sense of connectedness to adults and peers.

While "wrap-around" services are tools employed by Community Schools to address needs, the crux of the success of a community school is changing culture, creating an empowered sense of distributed leadership where all stakeholders are invested and involved in fostering student success.

Community Schools were identified as one of the critical strategies with a significant dollar investment; therefore we were surprised that Community Schools' implementation does not receive direct attention in the Accountability portion of the legislation. We would ask that amendments be added that:

- Require Community School expertise on the Blueprint Accountability & Implementation Board; and,
- The Board should review the district level plans where coordination is allowed for 40 or more schools to ensure alignment with intent

In addition there needs to be dedicated resource allocated at the state level for training and technical assistance for Community School implementation in addition to the Director of Community School position at the Maryland State Department of Education.

With these changes we encourage all of the Senate and House Committees to provide a favorable report and move forward this legislation with the urgency and commitment it deserves. The time for this historic legislation is long overdue and our children can't wait.

SB1000_Baltimore County_FAV_Olszewski

Uploaded by: Olszewski, John

Position: FAV



JOHN A. OLSZEWSKI, JR.
County Executive

CHARLES R. CONNER III, ESQ.
Chief Legislative Officer

KIMBERLY S. ROUTSON
Deputy Legislative Officer

JOEL N. BELLER
Assistant Legislative Officer

BILL NO.: SB 1000/HB 1300

TITLE: Blueprint for Maryland's Future - Implementation

POSITION: SUPPORT

DATE: February 17, 2020

Baltimore County **SUPPORTS** Senate Bill 1000 and House Bill 1300 – Blueprint for Maryland's Future - Implementation. This bill presents a once in a generation opportunity to ensure Maryland's students are prepared to succeed in postsecondary education and the workforce. As an educator, County Executive Johnny Olszewski recognizes how overcrowding, poverty, short-staffing, and insufficient funding have impacted students and educators. The Blueprint for Maryland's Future is a bold and progressive plan that will tackle these problems by investing in our students and educators. The legislation will help Baltimore County, and every jurisdiction in Maryland, strengthen our public schools.

County Executive Olszewski believes every family deserves the opportunity to achieve economic stability and security, and a robust and dynamic public education system is the foundation of those things. Baltimore County faces serious challenges to providing a world-class education. We need more pre-K and early childhood opportunities. We have too many students with inadequate access to nutrition and school-based meals. We have challenges with teacher recruitment and retention, and with racial and other disparities in education outcomes and discipline practices.

This legislation will help Baltimore County meet these challenges head on by building a robust and dynamic public education system and establishing the principles for transforming Maryland's early childhood, primary, and secondary education.

Accordingly, Baltimore County requests a **FAVORABLE** report on SB 1000 and HB 1300. For more information, please contact Chuck Conner, Chief Legislative Officer, at 443-900-6582 or cconner@baltimorecountymd.gov.

Accountable Health Solution_David Blair_FAV_SB1000

Uploaded by: Philanthropy Network, Maryland

Position: FAV

**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees**

February 17, 2020

In 2018, Maryland celebrated the life of Talbot County-born abolitionist and father of the civil rights movement, Frederick Douglass. It was Douglass who said, "It's easier to build strong children than to repair broken men [and women]." And yet we are here today, one-hundred and fifty years later, asking all of you, our government leaders, to pass and fund the Kirwan Commission Recommendations, which afford all students early childhood education, college and career readiness pathways, high-quality and diverse teachers, and more resources to ensure success.

I strongly support House Bill 1300 and Senate Bill 1000, the Blueprint for Maryland's Future, proposing to transform Maryland's early childhood, primary, and secondary education system to the levels of high-performing systems around the world.

As the CEO of a former Fortune 500 business and publicly traded company: this is common-sense legislation that will spur economic development and innovation—look no farther than Massachusetts.

According to the U.S. Census Bureau and [Sage Policy Group](#), "When the movement to reform public education in Massachusetts took hold, Maryland and Massachusetts were home to economies that were roughly equivalent, in terms of performance. For instance, in 1993, Massachusetts boasted the 5th highest per capita personal income of any state and Maryland ranked 6th. At that time, annual per capita personal income in Massachusetts was less than \$250 greater than in Maryland. By 2018, this gap had widened to more than \$8,300. Rather than sink the Massachusetts economy, educational reform has been associated with a Massachusetts miracle, one that has been associated with a massive boom in innovation in and around Boston and the rejuvenation of New England's largest city."

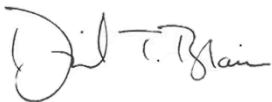
Indeed, projections indicate Maryland would [pay off Kirwan by FY34](#), at which point we would begin to earn a return on our investment. How can any legislator of our Maryland communities say no to our own Maryland miracle?

Leaders emerge in moments like this. We have a coalition of administrators, educators, parents, guardians, and students—*leaders*. Our coalition is as diverse as the great State of Maryland, and we are here to ask all of you to do the right thing and provide equitable, quality education for students across Maryland.

We have a once-in-a-generation opportunity to be an example of equity in action. Four of our cities are ranked as [the most diverse cities](#) in the United States. In today's political climate, this gives us an inimitable opportunity to be a model for the rest of the country. This is not a matter of whether we can afford to implement these recommendations. *We can't* afford not to, because the truth is, we will be paying for this one way or another.

If we don't make an investment in pre-K, increase teacher salaries, and follow through on other Kirwan Recommendations, we'll be paying for things like prisons and welfare programs. I know where I stand on this. I hope you will all join our coalition and issue a favorable report for House Bill 1300 and Senate Bill 1000.

Thoughtfully,



David T. Blair
Chairman, Accountable Health Solutions

Brightview Senior Living_Arnold Richman_FAV_SB1000

Uploaded by: Philanthropy Network, Maryland

Position: FAV

February 13, 2020

Senate Budget and Tax Committee
Education, Health and Environmental Affairs Committee
Appropriations Committee
Ways and Means Committee

Dear Chairpersons:

I want to express my strong support for House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future. I believe it is essential that Maryland take action on this without delay. The Commission's recommendations call for an important investment in education which, in the long run, will have a huge payback to the citizens of this state.

I am a partner of Brightview Senior Living. We employ approximately 4,500 associates, many of whom are front line caregivers in our communities. We are a labor intensive service organization. We depend heavily on our ability to hire well educated associates, people who are literate and well equipped in both reading and math. The Kirwan Commission recommendations offer us real hope for the future.

Our state's education system is clearly in trouble. If the recommendations are adopted without compromise, opportunities for students going through our public education system will be greatly enhanced. These recommendations link early childhood education, outstanding teachers and high standards for students in every school district within the state. This is an investment we must make.

I cannot urge strongly enough that your Committees issue a favorable report for House Bill 1300 and Senate Bill 1000.

Sincerely,



Arnold I. Richman
Chairman

Brightview Senior Living_Marilynn Duker_FAV_SB1000

Uploaded by: Philanthropy Network, Maryland

Position: FAV

Senate Budget and Tax, Education, Health and Environmental Affairs Committees
Miller Senate Office Building
11 Bladen Street
Annapolis, MD 21401

House Appropriations and Ways and Means Committees
House Office Building
6 Bladen Street
Annapolis, MD 21401

Re: Testimony in Support of House Bill 1300 and Senate Bill 1000, "The Blueprint for Maryland's Future"

February 17th, 2020

Dear Elected Officials:

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world-class pre-k-12 public school system in Maryland.

I am the CEO of Brightview Senior Living, a Baltimore-based developer and operator of senior living communities in Maryland and seven other states in the mid-Atlantic and Northeast. In total, we employ over 4,400 people, of whom 1,895 reside in Maryland and, because we are growing and continuing to develop new communities, we are creating new jobs and hiring all the time.

The greatest challenge we face in our business is finding enough qualified people to fill the jobs we have. Having a high-quality education as a foundation for our future workforce is absolutely essential to the success of our business and the overall economic stability in our State. That is why we so strongly support the Blueprint for Maryland's Future (the Kirwan recommendations).

For the future of our state, it is critical that we pass and fund the Blueprint for Maryland's Future.

For these reasons, I urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Regards,



Marilynn Duker
Chief Executive Officer

Maryland Philanthropy Network_FAV_SB1000

Uploaded by: Philanthropy Network, Maryland

Position: FAV



HB1300/SB1000: Blueprint for Maryland's Future – Implementation
House Committees: Appropriations, and Ways and Means
Senate Committees: Budget and Tax and Education, and Health and Environmental Affairs
Position: Support

Maryland Philanthropy Network (MPN) is a statewide membership association representing more than 130 private and community foundations, intermediaries, corporations, donor advised funds, and public charities that together steward more than \$9 billion in charitable assets. Our mission is to maximize the impact of giving on community life by promoting alignment and action in our growing network of diverse, informed and effective philanthropists. **MPN supports HB1300/SB1000 because it works to transform Maryland's education system to allow all students the opportunity to thrive across their lifetimes.**

While our state's best schools demonstrate what is possible when we invest in learning, Maryland's current education system does not grant all children the same opportunities. From early childhood initiatives to college and career readiness programs, our members seek to support essential services that advance education outcomes from cradle to career. By demanding investments in early childhood education, high-quality teachers and leaders, college and career readiness pathways, well-rounded resources for students, and governance and accountability, HB1300/SB1000 allows our network to leverage resources and expand the impact of philanthropic resources to support all Maryland's children. The philanthropic community needs Maryland's government to lead and, as the wealthiest state in the nation, the state of Maryland has an obligation to support this public good.

Strengthening our education system and investing in our children's future is essential to building a thriving state with a prosperous economy. Our membership carries deep institutional knowledge and understands education to be a critical social determinant of health – a social factor that shapes health and economic outcomes. Truly moving the needle in any issue area—workforce, environment, health, and aging—is inextricably linked to the quality of, and access to, education. That said, the quality of Maryland's education system is steeped in racial inequities, which subsequently creates racial inequities in economic mobility¹. HB1300/SB1000 provides a framework our state can use to fundamentally transform our education system and begin to right the wrongs of disinvestment.

The footprint of our state-wide network covers urban, rural, and suburban jurisdictions. From Somerset County, to Baltimore City, and to Garrett County, our members recognize the importance of addressing poverty and advancing racial equity to fully serve our communities. Our network members are constantly challenged to reconcile with a legacy of racist policies and the many implications those policies have on their work. HB1300/SB1000 pushes everyone to do the same and supports the belief that every child deserves access to a world-class education and opportunity regardless of race, poverty, language, and ability.

Maryland Philanthropy Network strongly urges the passing of this legislation. Thank you for your consideration.

¹ Meyer, C. (2017). *Expanding Educational Opportunity In Maryland*. Retrieved from http://www.abell.org/sites/default/files/files/MDCEP_EdFundingMD_2017_FNL2lo.pdf

Southway Builders_William Moore_FAV_SB1000

Uploaded by: Philanthropy Network, Maryland

Position: FAV

**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education, Health and Environmental Affairs
Committees
House Appropriations and Ways and Means Committees
February 17, 2020**

I **STRONGLY** support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to create a world class pre K-12 public school system in the great State of Maryland.

I am President of Southway Builders, Inc., a Baltimore City based general contracting construction company. Our industry is starved for qualified workers, and the pool of applicants that are currently available through the Baltimore City public school system are grossly unqualified. When 50% of the graduating class is reading below an 8th grade reading comprehension level, it is no wonder that we have a public safety crisis in our City. When our children cannot qualify for honest work, then they are left with illegal enterprises as the only means to feed themselves.

Our children are our future, and when we underfund education, we should expect abysmal results. It is time for drastic and bold measures. Please vote to support these Bills, to clarify to all, there simply is nothing more important than the education of our children!

For the future of our State, it is critical that we pass and fund the Blueprint for Maryland's future.

For these reasons, I urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Thank you for your consideration.

Sincerely,



William H Moore
-President-

Strong Schools MD_Community Members_FAV_SB1000

Uploaded by: Philanthropy Network, Maryland

Position: FAV

We the undersigned urge our elected leaders to fund fully the education reform recommendations issued by the Kirwan Commission on Innovation and Excellence in Education.

Name	Signature	Address
Angeka Schaffer		3509 Newland Rd 21218
Tamara Adams		105 Deepdene Rd
Julie Dowdy		427 Whitebridge Ave BALTIMORE MD 21218
LAURA STELLA		3032 ST. PAUL ST
Kristen Fikes		2639 N Calvert St 3008 GUILFORD AVE 21218
P. MCLANE		3032 St Paul 21218
Andrew Stella		2630 N. CALVERT ST. Blt MD 21218
Kristin Corone		120 W Lanvale 21217
Cherie Johnston		306 W 31st ST 21211
Victoria Oliver		7037 Kenilworth Rd Baltimore MD 21212
Clarke Agn		2612 N Calvert St. Baltimore MD 21218
David Woodworth		100 Kane St Baltimore MD 21222
Abigail Kirsch		4878 Keswick Rd Baltimore MD 21210
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Alec Huisster		2824 North Howard St Baltimore, MD 21218
Ishai Barnoy		Baltimore, MD 21218
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Roger Hughes		3418 University Pl Baltimore, MD 21218
David West		3418 University Pl Baltimore MD 21218
Karen Willnes		2012 N. CALVERT ST BALTIMORE MD 21218
Amanda Herrera		

Name	Signature	Address
Jordan Steele	2603 N. Calvert St	2603 N. Calvert St
Lauren Redmond	L. Redmond	2636 Guilford Ave
Sam Kuzynski	S Kuzynski	2914 Guilford
Eric Hoel	Eric S. Hoel	2636 Guilford Ave
Maura Sepanski	Maura Sepanski	3701 Ednor Rd
Laura Heid	L Heid	3701 Ednor Rd
Justin Holman	J Holman	2713 Saint Paul Street
HIEU TAWANG		
Karen Dudy	Karen Dudy	427 Lehigh Ave
Jenny Nance	J Nance	3045 Abell
Laura Sinche	Laura Sinche	2524 St. Paul
Done from SS		2704 Huntington
Jova Malette	J Malette	305 E. 29th St.
Malcolm Hawes	M Hawes	↓
EMILT SUGRUE	E Sugrue	3219 N. Calvert St
Meredith Chirkin	M Chirkin	2717 St. Paul
Sarah Weissman	Sarah Weissman	2821 N Howard St
Kristen Rigney	K Rigney	3010 Abell Ave
Momira Creygal	M Creygal	3313 Beech Ave
Josie Marcelio	J Marcelio	309 East 29th Street
Maya Kosok	M Kosok	2736 Guilford
Jana	Jennifer Jenjis	1126 ROLAND HEIGHTS
Alexandro Seala	A Seala	1126 Roland Heights
John Roche	J Roche	311 BIRKWOOD PL

2/2/18

Strong Schools Md_James DeGraffenreidt_FAV_SB1000

Uploaded by: Philanthropy Network, Maryland

Position: FAV

**Testimony of James H. DeGraffenreidt, Jr. in Support of House Bill 1300 and
Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education, Health and Environmental Affairs Committees House
Appropriations and Ways and Means Committees
February 17th, 2020**

I respectfully submit this statement to express my strong support for House Bill 1300 and Senate Bill 1000, the Blueprint for Maryland's future, which jointly propose to create a world class pre-kindergarten through 12 public school system in Maryland.

Throughout my career I have actively supported efforts to strengthen educational achievement for all students. As Chairman and CEO of WGL Holdings, Inc. and its subsidiary Washington Gas Light Company for 11 years until my retirement in 2008 I included education issues among the company's top priorities for civic engagement and charitable support. Personally, I served as president of the Maryland State Board of Education between 2006 and 2010 and completed my 8 years of service on the Maryland State Board of Education in 2014. Currently, I am a member of the advisory board for Bard Baltimore, a public contract school offering Baltimore City students the opportunity to earn a high school diploma and an associates degree in four years. I have also served for many years as a member of The Walters Art Museum Board of Trustees where I currently serve as President of the Board. The Walters engages with public school teachers and students in many ways to enhance educational enrichment as part of its core mission.

The Blueprint for Maryland's future offers a realistic opportunity to provide the resources, focus and accountability for results necessary for all public school students to become capable of competing with anyone in the world. Resources will be focused on supporting professionalism and effectiveness of teachers and administrators in helping students achieve in meaningful, measurable ways. Based on this transformational Blueprint our students will have real career choices and be prepared to succeed in their chosen pursuits.

In order for Maryland to sustain a position of leadership in terms of economic success as well as quality of life for all who live here it is essential to pass and fund the Blueprint for Maryland's Future.

Accordingly, I urge the committees to issue a favorable report on House Bill 1300 and Senate Bill 1000.

Respectfully submitted,

James H. DeGraffenreidt, Jr.

**Retired-Chairman & CEO, WGL Holdings, Inc. and Washington Gas Light
Company**

1340 Smith Avenue

Suite 200

Baltimore, MD 21209

Strong Schools MD_Norman Augustine_FAV_SB1000

Uploaded by: Philanthropy Network, Maryland

Position: FAV

NORMAN R. AUGUSTINE

6801 Rockledge Drive
Bethesda, MD 20817

Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education, Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

Thank you for this opportunity to lend my strong support to House Bill 1300/Senate Bill 1000, “the Blueprint for Maryland’s Future,” that proposes the creation of a world-class pre-K-12 public school system in Maryland.

In the way of background, I am retired chairman and CEO of the Lockheed Martin Corporation, former Under Secretary of the United States Army, founder of the Maryland Business Roundtable for (pre-K-12) Education, and a 35-year resident of our State.

About a decade ago I was asked to chair a committee established by the U.S. Congress to assess America’s global competitiveness. The Committee’s report, commonly referred to as the Gathering Storm report, offered two principal recommendations: fix the nation’s ailing pre-K-12 education system and increase funding of basic research. When chairing a similar committee for our State, we arrived at much the same conclusion regarding the importance of pre-K-12 education. It was also my privilege to serve on another bipartisan committee mandated by the U.S. Congress with the assignment to examine the nation’s future defense needs. It concluded that the greatest danger to America’s national security, other than the outbreak of nuclear war, would be the failure to fix our pre-K-12 education system. Based on these experiences and others like them, I have become convinced that there is no higher priority for our nation or our State than to strengthen our public-school systems.

The logic is straightforward. Surveys throughout the world indicate that when asked, “What is the most important factor in your wellbeing?”, by far the most prevalent answer is “to have a good job.” My own studies show that to add one straightforward percentage point to the numbers of jobs requires growing the GDP by about 1.7 percent. And growing the GDP requires four closely related and essential factors: a capable workforce, creation of knowledge, an innovation-friendly ecosystem, and financial capital. Simply stated, a qualified workforce is foundational to our success as a nation and as a State—and a qualified workforce depends on the availability of a quality education for all—in academic endeavors or in the trades or both.

Having spent much of the last 25 years studying the connection of the quality of life of a citizenry with the quality of education, were I to propose just five recommendations to your committees, they would be precisely the five stated in the “Blueprint for the Future.” That is why I urge your support of House Bill 1300 and Senate Bill 1000.

HB1300 SB1000 MD NARAL FINAL

Uploaded by: philip, diana

Position: FAV



HB1300/SB1000 - Blueprint for Maryland's Future - Implementation

Presented to the Honorable Anne Kaiser and Members of the House Ways and Means Committee,
The Honorable Maggie MacIntosh and Members of the House Appropriations Committee,
The Honorable Paul Pinsky and Members of the Senate Education, Health & Environmental Affairs Committee
February 17, 2020 12:00 p.m.

POSITION: SUPPORT

NARAL Pro-Choice Maryland urges a **favorable report on HB1300/SB1000 - Blueprint for Maryland's Future – Implementation.**

Our organization is an advocate for reproductive health, rights, and justice. We strive to ensure every individual has the freedom to decide to if, when, and how to form their families, and when parenting, to do so in good health, in safety, and in dignity. We all know that a solid education brings opportunities of economic security and realize goals in building one's family. Every Maryland public student has the right to the same rigorous education as their peers. However, there have been too many disparities in the educational outcomes among our youth, and it now time for our state to make the long-term and deep investment to address the many challenges we face with our school systems.

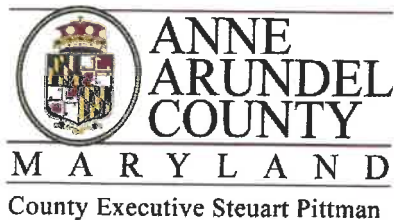
We appreciate that among the factors recognized in this legislation are aspects relating to gender, as discrimination and stereotypes regarding one's gender can affect perceptions about a student's capabilities or career goals. However, it should be made clear that at-risk or at-promise students should include those that identify as LGBTQ+, as well as pregnant and parenting students – groups that appear to be missing in this legislation. It will not be enough to simply offer some wrap-around services to help address the challenges that many students may face in their families or communities, but also in poor school climates where discrimination or harassment significantly affect school attendance and class participation. These students should also not be pushed into alternative schools or into tracks where they are not afforded the same rights to a rigorous education or be college bound. This is especially true for pregnant and parenting students who often find a renewed interest in obtaining high school diplomas, as they have gained a better understanding of how much education is tied to economic security. Our hope is that the accountability strategies identified in this legislation will help reduce ways that schools discriminate against students by choosing to invest resources for some students, but not all, and raise awareness of the intersectionality of discrimination that occurs among youth with multiple identities. We are also appreciative of the investment made in school-health clinics that have become important to students who otherwise would find difficulty in addressing physical and mental health concerns, and engaging in preventative care during their adolescent years.

We are hopeful that the Blueprint for Maryland's Future will bring more schools into compliance with Title IX protections in eliminating discrimination based upon gender identity, gender expression, sexual orientation, pregnancy, or parenting status, and more opportunities for all students to excel. For these reasons, NARAL Pro-Choice Maryland **urges a favorable report on bills HB1300 and SB100.** Thank you for your time and consideration.

SB1000_Anne Arundel County_FAV_Pittman

Uploaded by: Pittman, Stuart

Position: FAV



February 17, 2020

House Bill 1300 / Senate Bill 1000

Blueprint for Maryland's Future - Implementation

**Appropriations, Ways and Means, Budget and Taxation, Education, Health and
Environmental Committees**

Position: FAVORABLE

Nothing is more important than providing a quality education to our students. Education is the most critical investment we make in our future. The Commission on Innovation and Excellence in Education (Kirwan Commission) worked for more than three years to recommend how our state can provide our students the best public education in the world. The recommendations of the commission, which form the foundation of HB1300/SB1000 are wide-ranging, well-researched, thoughtful, and impactful. And, I believe they are achievable.

The analysis I have seen on the funding mandate suggest that Anne Arundel County will be required to increase our share of public education funding by \$261 million over the next 10 years, or \$26 million annually. Anne Arundel County is prepared to meet this challenge. Funding a strong education system will create a huge return on our investment.

Teaching is among the most important and valuable professions we have. Teacher salaries should reflect that. And paying our teachers a fair salary isn't enough. We must also give them the tools they need to succeed. Expanding pre-kindergarten, providing extra support for community schools and special education students, and establishing career training programs for high school students are essential to ensure that every Maryland student has the opportunity to succeed.

If we achieve our goal of building a world-class education system in Maryland, I believe it will be the most efficient economic development driver we could build. Good schools are good business. An outstanding education system will increase our tax base, reduce the need for social safety net programs, and give Maryland a competitive advantage in our region and in the global economy.

Today, we are at a pivot point. The legislation before your committees is absolutely critical to our future. The Commission has done its work and now we must turn to the bold task of implementation. Let us invest in our future. President John F. Kennedy, speaking of the race to

the moon, famously inspired the nation by choosing to pursue the difficult tasks to achieve that goal “not because they are easy, but because they are hard; because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one we intend to win.” Let us be proud that, many years down the road, we as Marylanders can reflect and say “we did the hard things.”

I urge a FAVORABLE report on HB 1300 / SB 1000.



Steuart Pittman
County Executive

SB1000_MAP_SUPPORT_Quinlan

Uploaded by: Quinlan, Margo

Position: FAV



TESTIMONY IN SUPPORT OF SB 1000/HB1300

Blueprint for Maryland's Future - Implementation

Education, Health, and Environmental Affairs

Budget and Taxation

Appropriations

Ways and Means

February 17, 2020

Submitted by Stacey Jefferson and Margo Quinlan, Co-Chairs

Member Agencies:

Advocates for Children and Youth
Baltimore Jewish Council
Behavioral Health System Baltimore
CASH Campaign of Maryland
Catholic Charities
Episcopal Diocese of Maryland
Family League of Baltimore
Fuel Fund of Maryland
Health Care for the Homeless
Homeless Persons
Representation Project
Job Opportunities Task Force
League of Women Voters of Maryland
Loyola University Maryland
Maryland Catholic Conference
Maryland Center on Economic Policy
Maryland Community Action
Partnership
Maryland Family Network
Maryland Hunger Solutions
Paul's Place
Public Justice Center
St. Vincent de Paul of Baltimore
Welfare Advocates

Marylanders Against Poverty

Stacey Jefferson, Chair
P: 410-637-1900 ext 8578
C: 443-813-9231

E: stacey.jefferson@bhsbaltimore.org

Margo Quinlan, Co-Chair
C: 410-236-5488

E: mquinlan@familyleague.org

Marylanders Against Poverty (MAP) supports Senate Bill 1000/House Bill 1300 because adequate, equitable investment in public education is an anti-poverty strategy. MAP is particularly supportive of provisions of the Blueprint which ensure additional resources, supports, and services for children living in economically disinvested communities and dealing with the impacts of concentrated poverty.

Students, families, and communities in every jurisdiction of Maryland stand to benefit from the passage of the Kirwan Commission's recommendations into law. For years, Maryland has funded public education in a regressive manner, allocating resources to jurisdictions inequitably. This has resulted in some jurisdictions with students who face significant non-academic and academic barriers to learning being underfunded while jurisdictions with less severe student need receiving funds above and beyond their respective requirements.

76% of students living in poverty in Maryland live in jurisdictions that are not Baltimore City.¹ 63% of all low-income students in Maryland are enrolled in districts with poverty rates of 15% or below.² It may be easy for some to forget about these students in larger conversations about cost, taxes, and resources, but the members of this coalition have difficulty overlooking those in need—they are the clients we directly serve every day. We know the costs associated with failing to make critical investments in Marylanders early on in their lives—Maryland must make a smart investment in its economic future, today.

MAP appreciates your consideration, and strongly urges a favorable report on Senate Bill 1000/House Bill 1300

Marylanders Against Poverty (MAP) is a coalition of service providers, faith communities, and advocacy organizations advancing statewide public policies and programs necessary to alleviate the burdens faced by Marylanders living in or near poverty, and to address the underlying systemic causes of poverty.

¹ The Urban Institute. "Do Poor Kids Get Their Fair Share of School Funding?" https://www.urban.org/sites/default/files/publication/90586/school_funding_brief.pdf May 2017.

² IBID

SB1000_Howard_FAV_Rigby

Uploaded by: Rigby, Christina

Position: FAV



Howard County Council

George Howard Building
3430 Court House Drive
Ellicott City, Maryland 21043-4392

COUNCILMEMBERS

Deb Jung, Chairperson
District 4
Liz Walsh, Vice Chairperson
District 1
Opel Jones
District 2
Christiana Rigby
District 3
David Yungmann
District 5

TESTIMONY IN SUPPORT OF HB 1300/SB 1000

Blueprint for Maryland's Future – Implementation

February 17, 2020

Dear Chairpersons McIntosh, Kaiser, Guzzone, and Pinsky, and Members of the Maryland General Assembly:

The Howard County Council thanks you for considering HB 1300/SB 1000, the Blueprint for Maryland's Future. The Howard County Council supports this legislation and the Maryland General Assembly's efforts to create a meaningful and successful vision for student achievement in the state of Maryland. The Blueprint for Maryland's Future presents our state with a monumental opportunity to improve public education in Maryland.

In Howard County, providing a world-class education is our top priority. Our county spends roughly 58% of our county budget on education to ensure that every child has the tools and resources they need for success. For the last seven fiscal years, Howard County has funded our public school system above the annual maintenance of effort requirement, recognizing the need for additional resources in our classrooms.

Even so, we recognize that statewide there are significant shortcomings in our public education system. This legislation addresses the need for full-day pre-K, additional school staff, well-deserved teacher raises, and career technical education to prepare our students for the workforce. This approach will help ensure that we are raising the bar and closing the gap for all our students.

Thank you for your hard work and diligence on this legislation. The Howard County Council strongly urges your support for the Blueprint for Maryland's Future and respectfully requests a favorable report on this bill.

Sincerely,

Handwritten signature of Liz Walsh in blue ink.

Liz Walsh
Councilmember, District 1

Handwritten signature of Opel Jones in blue ink.

Opel Jones
Councilmember, District 2

Handwritten signature of Christiana Rigby in blue ink.

Christiana Rigby
Councilmember, District 3

Handwritten signature of Deb Jung in blue ink.

Deb Jung
Councilmember, District 4

AFTMD_Denise Riley_FAV_SB1000

Uploaded by: Riley, Denise

Position: FAV



A Union of Professionals
AFT-Maryland

5800 Metro Drive, Suite 100 • Baltimore, MD 21215-3226
410/764-3030 • fax: 410/764-3008
md.aft.org

Marietta English
PRESIDENT

Kenya Campbell
SECRETARY-TREASURER

**Written Testimony Submitted for the Record to
the Senate Budget and Taxation Committee and
Education, Health, and Environmental Affairs Committee
The House Appropriations Committee and Ways and Means Committee
SB 100/HB 1300 – Blueprint for Maryland’s Future – Implementation
February 17, 2020**

SUPPORT

Good afternoon chairs and members of the committees. AFT-Maryland, which represents over 20,000 educators, state, county and local employees in Maryland, calls for passage of the recommendations of the Kirwan Commission, manifested in SB 1000 and HB 1300.

AFT-Maryland has been an active participant in the Kirwan Commission since it was first founded. Our representative on the commission - the only public school teacher - provided the unique perspective about the day-to-day operations in our classrooms.

AFT-Maryland wishes to remind our elected leaders that the recommendations of the commission cannot be taken piecemeal. Instead, all policy changes complement each other, and must be adopted in total if the implementation of the recommendations is to be successful.

As the committees work on potential amendments - AFT-Maryland asks that all public school teachers including the ones who work for state agencies like the **Maryland School for the Deaf** - are included in the numerous policy and program improvements.

We will advocate for bill language that will assure counties can actually pay their fair share into their own public school systems, and the state will assess actual wealth of a jurisdiction to determine what precisely is that local’s fair share.

Finally, we will work to assure that oversight is not overly punitive, especially since the commission has found for decades, schools and students have not received the money and resources needed to adequately fund education.

Members of the committee, this legislation is quite possibly the most important bill you will consider in your legislative careers. It is certainly the most consequential and comprehensive regarding public education in this state. AFT-Maryland is proud to support the passage of SB 1000/HB 1300 – Blueprint for Maryland’s Future – Implementation.

SB1000 Kirwan Written

Uploaded by: Riley, Denise

Position: FAV



A Union of Professionals
AFT-Maryland

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410/764-3030 • fax: 410/764-3008
md.aft.org

Marietta English
PRESIDENT

Kenya Campbell
SECRETARY-TREASURER

**Written Testimony Submitted for the Record to
the Senate Budget and Taxation Committee and
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The House Appropriations Committee and Ways and Means Committee
SB 100/HB 1300 – Blueprint for Maryland’s Future – Implementation
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BCPSS_AntonioRomerio_FAV_SB1000

Uploaded by: ROMERIO, ANTONIO

Position: FAV

**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education, and Health and Environmental Affairs
Committees**

House Appropriations and Ways and Means Committees

February 17th, 2020

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to transform Maryland's early childhood, primary, and secondary education system to the levels of high-performing systems around the world.

I have been a student at Roland Park Elementary/Middle School for nine years. I am in 8th grade. In my experience at Baltimore City Public Schools, I have been fortunate to be able to go to Roland Park Elementary/Middle School. Very few schools in the city manage to get the resources that our school gets, which is undemocratic, because schools in low-income neighborhoods should be receiving more funding than schools in high-income areas. Roland Park, specifically, has a dark and racially fueled history, being a redlined and segregated community.

The Blueprint for Maryland's Future [HB1300/SB1000] is necessary for Maryland's children because this legislation provides the resources essential to ensure every child in Maryland receives a world-class education. The Blueprint for Maryland's Future will drastically change the trajectory for struggling learners by implementing targeted interventions early. It would also provide funding for Gifted and Talented Education in Maryland.

Unlike every other initiative before it, the Blueprint would have an accountability system, making an Inspector General in charge of overseeing the distribution of funds, finally putting an end to discrimination based on

neighborhoods. Implementing the Blueprint would not only help Baltimore City schools but schools statewide.

For these reasons, I urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Antonio Beniamino Romerio, District 41

City Schools_Santelises_FAV_SB1000

Uploaded by: Santelises, Dr. Sonja

Position: FAV

BALTIMORE CITY PUBLIC SCHOOLS

Bernard C. “Jack” Young
Mayor, City of Baltimore

Linda Chinnia
*Chair, Baltimore City Board of
School Commissioners*

Dr. Sonja Brookins Santelises
Chief Executive Officer

Testimony in Support of House Bill 1300 Blueprint for Maryland’s Future - Implementation

February 17, 2020

Baltimore City Public Schools (City Schools) supports House Bill 1300, which seeks to transform Maryland’s education system to world-class student achievement levels by adopting and implementing the recommendations of the Commission on Innovation and Excellence in Education (Kirwan Commission).

As the Kirwan Commission has worked to finalize its recommendations and next steps for the current state legislative session, City Schools wishes to provide an update on the work the district has undertaken over the past two years to develop a plan for what a world-class education system would look like for Baltimore City Public Schools, as well as what it would take to provide such an education.

Our final report, [*Investing in Our Future: A World-Class Education System for Baltimore’s Students*](#), is available at www.baltimorecityschools.org.

The report outlines services and structures that City Schools believes must be in place in order to build a world-class education system for Baltimore’s students. This framework was created with input from local and national experts, community activists, and community members – including City Schools’ parents, school leaders, and administrators – and is informed by research from leading national and international scholars in education policy and practice.

In creating the structure for this document, we adapted the building blocks identified by the Kirwan Commission to create seven categories of investment. Descriptions for each category include details of services that should be funded through a per-pupil foundation amount, with additional weights for students in specific subgroups (students with disabilities, low-income students, and English learners) and allocations for schools serving concentrations of low-income students.

It has always been our hope that this report would serve as a valuable tool for policymakers as the Kirwan Commission recommendations were brought to the General Assembly for debate. We believe the services we have outlined are essential to the success of our students and should be made available as soon as possible through adoption of a new state funding formula.

It has now been more than three years since APA Consultants first presented the final Adequacy Study Report to the Kirwan Commission, which revealed that City Schools needs an additional \$358 million annually to ensure an adequate education for Baltimore’s students. Similarly, an analysis conducted by the state’s own Department of Legislative Services found that if the inflation factor had not been eliminated from the current Thornton funding formula, an additional \$290 million per year would have been available to support an adequate education for Baltimore’s children.

In addition to the dramatic underfunding of operations cited by both studies above, City Schools' capital challenges were fully documented in the 2012 Jacobs Report – a comprehensive facility condition assessment – which concluded it would cost \$2.5 billion to bring all City Schools buildings up to *minimally acceptable* standards. In 2019, adjusting for inflation, we estimate the overall costs at \$3 billion.

These findings of inadequate funding are particularly disturbing in the context of ensuring equity for non-white students and students from low-income households, populations that make up the majority of City Schools' enrollment. Outside education policy experts have consistently found Maryland's current education funding to be inequitably distributed:

- In its most recent 2018 analysis, the **Education Trust** found that most districts in Maryland do not receive the money the state says they need, and districts with the most students of color are shortchanged the most. Nearly half of Maryland's Black or Latino students attend schools in one of the three most underfunded districts in the state.
- As presented in the July 2018 **Hechinger Report**, the latest data from the federal government reveal that while in a majority of states students in the poorest school districts tend to receive more funding than rich districts, Maryland is one of six states where the wealthiest 25 percent of school districts receive more money than the poorest.
- In its 2017 analysis, the **Education Law Center** found that Maryland's funding system is among the most regressive nationwide for its failure to provide additional funding to school districts with higher concentrations of low-income students.
- In an examination of the disparities in local funding between high- and low-income districts, the **Urban Institute** ranked Maryland among the worst nationally (42 out of 50) for providing higher amounts of funding to non-poor students, with fewer dollars being allocated to low-income students.
- Findings from the **Maryland Center on Economic Policy** reveal that as of 2015, more than half of black students in Maryland attend substantially underfunded schools. Specifically, 53% of black students attend chronically underfunded schools, compared to just 8% of white students in Maryland.

Given the overwhelming evidence documenting fundamental inequities in Maryland's public education system, City Schools feels strongly that any Kirwan funding actions taken by the General Assembly during Session 2020 should be prioritized toward districts with the most significant adequacy gaps. As the legislature considers the mechanics of the proposed ten-year phase in, we respectfully urge that funds be targeted toward students who have been the most underserved historically and continue to be underserved in 2020 under the current state funding formula.

Additionally, considering the clear documentation that Baltimore City Public Schools are inadequately funded by hundreds of millions of dollars under the current Thornton formula, it is no surprise the district continues to struggle with meeting its most basic needs – from music teachers to guidance counselors, oversized classes to outdated curriculums. As such, it is concerning that such a significant portion of funds issued under HB 1300 will ultimately require schools to apply for individual grants and prioritize new initiatives as they struggle to address their most pressing,

existing basic needs.

In closing, for the past decade, Baltimore's young people have waited for resources while the state has systematically underfunded City Schools. For years, our students, families, and staff have waited for what should have been received through the state's own funding formula. Year over year, it has grown harder to fund the programs that motivate students to learn, provide the enrichment that ignites their curiosity, offer the counseling, support, and services they need, attract and retain highly qualified staff, and repair our deteriorating buildings.

If Maryland is to continue its ranking as a national leader in education, the state must work collaboratively with local school districts to develop and implement innovative solutions that will provide adequate and equitable funding for all students, no matter their zip code, race, or socio-economic status.

We appreciate your consideration of City Schools' concerns and look forward to working with the committees through the amendment process in the weeks ahead. We respectfully urge a favorable report of House Bill 1300.

For additional information, please contact City Schools Government Affairs:

Melissa Broome
Director of Policy and Legislative Affairs
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Dawana Sterette
Director of Legislative and Government Affairs
DSterette@bcps.k12.md.us
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PSSAM_MaryPatFannon_FAV_SB1000

Uploaded by: Santelises, Dr. Sonja

Position: FAV



Mary Pat Fannon, Executive Director

BILL: Senate Bill 1000 and House Bill 1300
TITLE: Blueprint for Maryland's Future - Implementation
DATE: February 17, 2020
POSITION: SUPPORT
COMMITTEE: Senate Budget and Taxation Committee
Senate Education, Health, and Environmental Affairs Committee
House Appropriations Committee
House Ways and Means Committee
CONTACT: Mary Pat Fannon, Executive Director, PSSAM
marypat.fannon@pssam.org

Senate Bill 1000 and House Bill 1300 establish the implementation of The Blueprint for Maryland's Future, which is intended to transform Maryland's early childhood, primary, and secondary education system to the levels of the high-performing systems in the world.

On behalf of almost one million students, and 75,000 educators and other professionals who fall under our responsibility, the Public School Superintendents' Association of Maryland (PSSAM) **supports** this legislation that reflects the remarkable work of the Kirwan Commission ('the Commission').

Since 2016, the Kirwan Commission has been analyzing the best public schools and systems both nationally and internationally to provide recommendations for strengthening Maryland public schools in the 21st century. PSSAM was grateful to have two superintendents who actively participated as members on this historic Commission. PSSAM supported the policy recommendations in the Commission's January 2019 Interim Report, and we believe the legislation before you largely reflects the core principles of those recommendations. We are especially supportive of the thoughtful development of a more adequate and equitable funding formula, with unique attention given to students with special needs, schools with high concentrations of poverty, and resources for Maryland's educators to provide a world-class education.

Last year's "Blueprint" legislation provided a "down payment" on the Commission's recommendations and confirmed the Legislature's commitment to the Commission's vision. We look forward to working with the Legislature this session to continue this historic initiative for public education.

Working together with Local Boards and Local Governments

The legislation significantly changes the local and State funding of public education. We support a progressive formula that considers the unique challenges of each jurisdiction. While it is our job to advocate for investment in education, we work alongside our local boards and elected officials as they

One Voice, One Vision for Maryland's Students

balance education funding with the other services they provide to our communities. In many counties, education funding receives the largest percentage of appropriations; however, others simply provide the local maintenance of effort funding. In addition, many jurisdictions face decreased revenue due to declining enrollment, and the smallest jurisdictions are uniquely challenged due to economies of scale.

PSSAM remains the strongest advocate for additional investments into our educational systems, but we urge you to bring us to the table, along with our local boards and councils, to create a more realistic timeline for both the policy reforms, as well as the infusion of local funding and new mandated reporting. In order for these reforms to work, we will need to be extremely thorough and thoughtful as we put these new systems in place.

Pre-K

As a very diverse group of twenty-four (24) school systems, many of the bill's elements will affect us differently, however, we all recognize the importance of Pre-K to ensure academic success. PSSAM's top priority has been to support State and local funding to provide Pre-Kindergarten for all Maryland's 4-year-old children, including early support and interventions for young children and their families. Some school systems already provide Universal Pre-Kindergarten and a recommendation to implement a fee-based system will be challenging. PSSAM would urge the committees to allow local systems the option of providing Universal full-day Pre-K without mandating fees.

Teacher Career Ladder

The teacher shortage in Maryland and across the nation is very real. Conceptually, we support career ladders or performance pay, provided there is guaranteed long-term funding commitment and performance criteria are carefully defined. A more rigorous teacher education and certification initiative is a shared goal; however, we are living in a very real teacher shortage crisis and hope the final legislation will recognize the need for some flexibility and creativity currently used in school systems to attract and retain teachers. We would like to see less rigidity in the "ladders" themselves, especially with the strong focus only on National Board Certification.

Another significant concern is the impact of this legislation with our labor negotiations. There are many elements of the bill that fall within the purview of "negotiable" items such as professional development, working conditions and career ladders, including salary compensation. In addition, requiring local bargaining units to negotiate the compensation and specific steps for the career ladders could lead to disparity between LEAs.

Post-College and Career Readiness Pathways (including CTE)

In the last few years, PSSAM and the Maryland Association of Community Colleges have worked very closely to establish an annual MOU outlining various pathways for students to obtain a college and career readiness designation in high school. In fact, the number of students who are dually enrolled in high school and college simultaneously has almost tripled with nearly 12,000 high school students dually enrolled in 2019. In 2013, there was 4,537 who were dually enrolled. We strongly support the legislation regarding CCR, as it supports the high priority we have placed on our Career Technology Education (CTE)

programs to provide increase options for our students. We respectfully request that the requirement for jurisdictions to pay 75% of the tuition for students who are dually enrolled in a public school and public institution of higher education is fully funded.

Accountability Implementation Board and Expert Review Teams

The bill creates a seven-member Accountability and Implementation Board to adopt a comprehensive plan to implement the full set of the Commission's recommendations. The Board would be appointed by the Governor, through a nominating committee process and Senate confirmation. The Board would be responsible for withholding at least 25% of the increase in the state share of major education aid contingent on the Board's satisfaction with how a local plan is being implemented. The Board must also establish expert review teams of experts and educators to evaluate and make recommendations as to whether the Blueprint is being implemented. The bill also proposes to require annual school-based budget reporting for an expanded set of funding categories and MSDE must develop a system capable of receiving these reports.

Local school systems and MSDE are held strictly accountable for student performance and growth by federal law under The Every Student Succeeds Act. The Maryland State Department of Education and the State Board of Education monitor, oversee, and enforce strong student accountability measures. We are also held accountable for financial management through multiple annual audits and routine, comprehensive legislative audits. Current law allows the State Superintendent to withhold state funding if a school system is not in compliance with state fiscal requirements. Accountability measures are also in place through our local board meetings, which allow for very public and transparent policy and budget decisions each month. We recognize the need for strong accountability; however, we request language in the bill requiring LEAs and MSDE to jointly review all current reporting requirements to reduce duplication.

We support legislation that further allows for the flexibility to combine or eliminate duplicate reporting. Current accountability and reporting requirements are very time consuming and include complex tasks. In addition, mandated school-based reporting system will be an especially difficult challenge. We know accountability standards and reviews are needed to ensure fidelity to the plan's implementation; however, streamlining reporting will ensure the infusion of new funding will go into the classrooms and not into central offices.

In conclusion, PSSAM **supports** Senate Bill 1000 and House Bill 1300 and urges a favorable report by all committees. We also welcome the opportunity to work with the committees as the legislative deliberations take place over the next several weeks.

BaltoComFdn_S Sauls_FAV_SB1000

Uploaded by: Sauls, President and CEO, Shanaysha

Position: FAV

February 17, 2020

Senator Guy Guzzone
Chair, Senate Budget and Taxation Committee
3 West
Miller Senate Office Building
Annapolis, Maryland 21401

Delegate Maggie McIntosh
Chair, House Appropriations Committee
Rm 121
House Office Building
Annapolis, MD 21401

Senator Paul G. Pinsky
Chair, Senate Education, Health, and Environmental Affairs Committee
2 West
Miller Senate Office Building
Annapolis, Maryland 21401

Delegate Anne R. Kaiser
Chair, House Ways and Means Committee
Rm 131
House Office Building
Annapolis, Maryland 21401

Re: Support for House Bill 1300/ Senate Bill 1000_ Blueprint for Maryland's Future – Implementation

Dear Chairmen and Committee Members:

The Baltimore Community Foundation (BCF) supports House Bill 1300 and Senate Bill 1000 as their provisions represent the full recommendations of the Commission for Innovation and Excellence in Education (the Kirwan Commission) and offer a once-in-a-generation opportunity to expand early-childhood education programs, add career and technical education to schools, and give all communities the resources they need to succeed.

As an organization, BCF promotes the success of Baltimore's communities, its residents and particularly its young people by supporting effective public schools and equipping neighborhoods with the resources they need to build on community assets, attract investment and develop social capital. The recommendations put forth by the Kirwan Commission provide a plan that prioritizes our children and would result in significant economic benefits for all Maryland families.

The repercussions of an inadequately funded education system are clear and far-reaching. More than any other social determinant of health, access to a high-quality education defines a person's long-term health, employability, and quality of life. Everything from where someone lives, if they can afford healthcare, even their overall life expectancy is impacted by the education they receive.

By the State's own estimates, our existing education funding formula underfunds Maryland's public schools by at least \$2.9 billion annually. Moreover, the outdated nature of our current funding formula and programmatic structure has resulted in the emergence of significant geographic, ethnic, and socioeconomic opportunity gaps among students.

Research conducted by The Education Trust with funding from BCF found that nearly half of Maryland's Black or Latino student population attends school in one of the three most underfunded districts in the state, receiving on average about \$4000 less per student than the current funding formula directs. As a result, the data shows dramatic racial gaps in student outcomes regardless of family income. White students are more than twice as likely to meet or exceed expectations on 4th grade reading and Algebra I than both Black and Latino students. Black and Latino students are also less likely to enroll in college within one year of graduation than their White peers. The gaps in both reading and college enrollment are larger among higher income students. These disparities in outcomes are the direct result of inequalities in access to opportunities to learn.

Too many Maryland students and families are made to suffer the negative consequences of overcrowded classrooms, teacher shortages, and lack of access to resources and programs like pre-kindergarten and technical education. BCF knows first-hand how investments in our children can set them on the path to success. Beginning in 2012, BCF raised \$6 million in private support to leverage public investments to open eight new Judy Centers—early childhood education and service hubs—and fund a citywide coordinator position within the Baltimore City Public Schools system. The outcome data since have consistently shown that children with Judy Center experience outperform their peers without such experience on Kindergarten readiness assessments, confirming that the investments that the Kirwan Commission recommends in areas such as early childhood education will have a positive impact.

At this critical time, we must consider the weight of this opportunity and ask ourselves “what is more important than funding the blueprint for Maryland’s future?”

For these reasons, the Baltimore Community Foundation respectfully requests the Committees grant House Bill 1300 and Senate Bill 1000 a favorable report.

Respectfully,

Shanaysha Sauls
President & CEO, Baltimore Community Foundation

SB 1000_HB 1300_Fair Funding Coalition_FAV

Uploaded by: Schumitz, Kali

Position: FAV

MARYLAND FAIR FUNDING COALITION

Testimony in SUPPORT of HB 1300 and SB 1000 House Appropriations; House Ways and Means; Senate Education, Health and Environmental Affairs; and Senate Budget and Taxation Committees

The Maryland Fair Funding Coalition (MFFC) is a statewide coalition of 25 organizations dedicated to supporting policy proposals that improve our state tax code and raise revenue to fund our public school system.

We strongly support the significant new investments in schools outlined in the the Blueprint for Maryland's Future legislation. Currently, in the state of Maryland, business thrives, while our public school system has fallen from first to fifth in the nation, by some rankings, and about 60 percent of students are not considered college and career ready when they complete school.

It is clear that we need bold, comprehensive reforms, and thanks to the work of the Kirwan Commission over the last three years, we now have a blueprint to get there. We must seize this a once-in-a-generation opportunity to adequately invest our resources to create a world-class education system for *every* child in our state.

While it is not the primary focus of HB 1300 and SB 1000, the Fair Funding Coalition strongly believes this landmark legislation must be paired with significant new revenue to ensure its success. We can fund the Blueprint for Maryland's Future and make our tax system more equitable by eliminating corporate loopholes and tax breaks that benefit special interests and fixing our upside-down tax code, which allows the wealthiest individuals to pay the smallest share of their income in state and local taxes.

It is time for every Maryland resident to pay their fair share of taxes, especially when we are facing the need for significant new investments in our public education system. The Blueprint for Maryland's Future can only succeed if policymakers back these new with sufficient resources. With a wide range of state services already stretched thin, the best way to support needed investments in education is to reform Maryland's tax code to make it more effective and equitable.

Therefore, we urge a favorable vote on HB 1300 and SB 1000.

SB1000_Baltimore City Council_FAV_Scott

Uploaded by: Scott, Brandon

Position: FAV



Brandon M. Scott
President
Baltimore City Council

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E-Mail: councilpresident@baltimorecity.gov

HB 1300/SB 1000

February 17, 2020

TO: The Honorable Speaker Jones
The Honorable President Ferguson
Senate Education, Health and Environmental Affairs Committee;
Senate Budget and Taxation Committee;
House Appropriations Committee and
House Ways and Means Committee

FROM: The Honorable Brandon M. Scott, President of the Baltimore City Council
and the Members of the Baltimore City Council

RE: HOUSE BILL 1300/SENATE BILL 1000 – Blueprint for Maryland’s
Future – Implementation

POSITION: SUPPORT

Our young people are our greatest asset. Unfortunately, we have not equitably or sufficiently invested in our youth. We have the opportunity to remedy these wrongs and ensure that all of our children, regardless of where in the state they live, have a first-class 21st-century education. The members of the Baltimore City Council understand that this is a once in a generation opportunity to get this right. As such, we collectively issue our strong support for the passage of HB1300/SB1000 “Blueprint for Maryland’s Future – Implementation.”

We all know that quality education plays a crucial role in a child’s future. We also know that adequate funding is crucial to the functionality of our schools. Across our state, and especially in our city of Baltimore, current funding for education is inequitable and insufficient, standing as a major disservice to our youth. These funding inequalities have harmed our children and the communities they live in. We laud the efforts of the Kirwan Commission to establish equitable educational funding across the state. The children of Baltimore – tomorrow’s future leaders – depend on this equitable funding.

We know that this is a major financial commitment. The Members of the Baltimore City Council stand ready for the financial commitment necessary to implement the Blueprint’s

plan. Already, the Council is doing our part by holding an informational hearing on Baltimore's fiscal readiness for Kirwan.¹

Concurrently, we would be remiss if we did not underscore the historic inequity which has disproportionately impacted Baltimore's youth. We know that the State's own analysis has detailed that Maryland has underinvested in Baltimore City Schools by roughly \$300 million dollars per year over the last ten years. As you finalize the funding formula, please remember to incorporate this reality into your analysis.

Our children are watching and they are demanding that we act now to implement the Blueprint for Maryland's Future. Maryland's future depends on fair, equitable, and sufficient funding for quality education for all students.

We respectfully request a **favorable** report on HB1300/SB1000.

Council President Scott	
Councilman Cohen	Councilman Burnett
Councilwoman McCray	Councilman Bullock
Councilman Dorsey	Councilman Reisinger
Councilman Henry	Councilman Costello
Councilman Schleifer	Councilman Stokes
Councilwoman Middleton	Councilwoman Sneed
Councilman Pinkett	Councilwoman Clarke

cc: The Honorable Antonio Hayes
The Honorable Stephanie Smith

¹ 19-0162r – Informational Hearing - Baltimore's Fiscal Readiness for Kirwan
(<https://baltimore.legistar.com/LegislationDetail.aspx?ID=4092506&GUID=5C64CF24-C63D-4E1C-B2F5-749A1DAB96FF&Options=ID%7CText%7C&Search=kirwan>)(last visited 2/13/2020.)

MontgomeryCoCC_FAV_SB1000

Uploaded by: Swanson, Tricia

Position: FAV



To Lead, Advocate and Connect as the Voice of Business

Senate Bill 1000 and House Bill 1300 - Blueprint for Maryland's Future

Education, Health, and Environmental Affairs and Budget and Taxation
Appropriations and Ways and Means

February 17, 2020

SUPPORT

The Blueprint for Maryland's Future legislation establishes in law the policies and accountability recommendations of the Commission on Innovation and Excellence in Education. The Montgomery County Chamber of Commerce (MCCC) strongly advocates for and supports investments for the continuum of education – PreK to J(ob). In fact, when MCCC surveyed its Board of Directors last summer, the biggest concern of this diverse cross-section of business leaders was the attraction and retention of top talent. By investing in and strengthening our education system, we are ensuring our businesses can hire graduates right here in the state of Maryland. Additionally, after Marylanders have invested in these students throughout the education continuum, we want those future taxpayers to stay in the state. MCCC is particularly enthusiastic about following components of the Blueprint:

Career and Technical Education (CTE)

The bill creates a CTE Committee within the Governor's Workforce Development Board to build an integrated, globally competitive framework for providing CTE to Maryland students in public schools, institutions of postsecondary education, and the workforce. Further, there is funding set aside for a partnership between a local board of education, a community college, and an industry partner for a CTE framework and curriculum that includes industry best practices.

Accountability

Because historic and substantive funding will be going toward the continued implementation of the Blueprint, MCCC appreciates the creation of the Accountability and Implementation Board (AIB) as an independent unit of State government. The AIB is designed to hold other units of government accountable for implementing the Blueprint and evaluating the outcomes of the Blueprint during the implementation period. In addition to the Board dispensing the funds, the board may also withhold additional funds if it finds appropriate steps to improve student progress or implement the Blueprint have not been taken.

MCCC also supports **additional investments in prekindergarten** and early childhood education. Not only does quality childcare set our youngest residents up for success later in life, but it provides local businesses and working parents with more opportunities to grow – an important factor as we plan for the future of our regional economy.

A strong education system is pivotal to a strong economy. For this, and the aforementioned reasons, **MCCC supports the Blueprint for Maryland's Future** legislation and respectfully urges a favorable report.

BCYC_Keegan K Taylor_FAV_ SB 1000 HB1300

Uploaded by: taylor, keegan

Position: FAV

SB 1000/HB 1300: Blueprint for Maryland's Future

Position: Support

Submitted by: Keegan K. Taylor, chair, Baltimore City Youth Commission and District 1 Representative; Junior, The Baltimore Polytechnic Institute

Good afternoon committee chairs and members,

My name is Keegan Taylor. I am a lifelong resident of Baltimore City, a junior at the Baltimore Polytechnic Institute, and chair of the Baltimore City Youth Commission. Advocating for equitable funding is not new in Maryland, particularly not to Baltimore City—we've been fighting for equity for decades.

As you know, the school funding formula was last changed was a result of the 2002 Thornton Commission. That was the year before I was born. That's right, the school funding formula—the foundation—has not changed in my lifetime, leaving our schools woefully underfunded—billions of dollars of underfunding. In the wealthiest state in the country, choices were made to shortchange our children—our future—me. And, the worst part of this underfunding is that is disproportionately occurs in poor communities and communities of color with 53% of African American students attending underfunded schools. Choices were made to further disenfranchise Maryland's neediest of students. The results have been devastating as we have been denied access to well rounded curriculum—arts, music, etc. because of budget cuts; we have been denied the same resources as peers in wealthier districts; in Baltimore City there are only 81 guidance counselors for 80,000 students. Choices were made to not invest in our educators so there is often a revolving door of teachers. Again, this occurs disproportionately in our most needy schools. Choices were made to not fully fund Thornton.

I know it's expensive. But, as I said before the Kirwan Commission in November: The decision before you is not a financial one; it is a moral one. And, according to the recent Sage Policy Institute report, it makes economic sense to fully fund the Blueprint. A more educated populous translates into a better prepared workforce and a better economy.

I support of the Blueprint for Maryland's Future. In fact, I first testified before the Kirwan Commission nearly three years ago and I am pleased that many of the items I advocated for then—addressing concentrated poverty, expanding community schools and prekindergarten are included in this legislation. As former SUNY chancellor Ernest Boyer said: To push for excellence today without continuing to push for access for less privileged students is to undermine the crucial but incomplete gains we have made. Equity and excellence cannot be divided.

Let's hope the children being born today don't have to wait their entire school career, as I have, hoping for equity. You have the power to make good choices. Choose me. Choose the more than 880,000 students who attend Maryland's public schools. Ensure that today's students and the next generation have the opportunity to attend an excellent public school regardless of the zip codes in which they live.

~He who opens a school door closes a prison. Victor Hugo

BCPSS_MargeuriteWakeman_FAV_SB1000

Uploaded by: wakeman, margeurite

Position: FAV

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020**

I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to transform Maryland's early childhood, primary, and secondary education system to the levels of high performing systems around the world.

My name is Marguerite Wakeman and I am a mother of two, the oldest of which is a kindergarten student in Baltimore City. I have a Masters in Healthcare Administration, and I work at a local hospital in the city. I moved to Maryland from another state and while my husband and I want to raise our family here where we met and have started our careers, we've had serious concerns about the lack of resources available to students in the city, and whether the education our children will receive will prepare them adequately for college and careers.

We strongly believe that the Blueprint for Maryland's Future (HB1300/SB1000) is a necessary step towards closing the gap between Maryland's public schools and those across the country. Without this legislation, Maryland's children will slip further behind their peers, and will be unprepared to contribute to Maryland's future.

Core skills such as reading and computer literacy are nonnegotiable in today's economy- there should not be a single child who coasts through a publically funded school only to hit the adult market without these skills. An "adequate" education should be the bare minimum goal of an industrialized nation, and yet Maryland's children are not receiving even that.

Fully funding Maryland's schools is an investment in the resources that will drive our state in the future. When you and I are ready to sit down and rest, my daughters and their peers should be prepared to step up and take our places. I urge the committees to ensure that they receive the education to do so and issue a favorable report for House Bill 1300 and Senate Bill 1000.

Marguerite Wakeman, District 45

MAJR_JennyZito_FAV_SB1000

Uploaded by: zito, jenny

Position: FAV

SUPPORT HB1300 / SB1000 - Blueprint for Maryland's Future - Implementation

MARYLAND ALLIANCE FOR JUSTICE REFORM

Working to end unnecessary incarceration and build strong, safe communities



TO: Chair Maggie McIntosh and House Appropriations Committee,
Chair Anne Kaiser and House Ways and Means Committee,
Chair Guy Guzzone and Senate Budget and Taxation Committee, and
Chair Paul Pinsky and Senate Education, Health and Environmental Affairs Committee

FROM: Jenny Zito, MAJR Executive Committee

DATE: February 17, 2020

The Maryland Alliance for Justice Reform (MAJR) has long recognized that one of the key ways to reduce crime and incarceration is to ensure an opportunity for those born into poverty to build productive and happy lives. The implementation of the Kirwan Commission's recommendations in HB1300 and SB1000 is not only an opportunity to bring a world class education to all Maryland children, it is also a chance to make dramatic, long-term reductions of the flow into Maryland prisons. MAJR whole-heartedly supports this package of reforms.

In our testimony, we highlight two components of these bills which provide children living in poverty the opportunity to become self-reliant adults who contribute to their communities.

The first component we would like to highlight is providing more quality early education and support for young children living in poverty. These bills expand the early childhood Judy Centers and quality pre-Kindergarten for students living in poverty. Over and over again, studies have shown that providing quality early childhood education and support to low-income families, not only allow children to arrive in Kindergarten ready to learn, but have lifelong benefits. The children receiving this early childhood support have improved graduation rates, lower teen-pregnancy rates, better paying jobs and increased home-ownership, reduced need for special education, reduced discipline issues, and, most significantly to MAJR, they commit many fewer crimes and have far less incidence of incarceration. This not only increases the quality of their lives, but also dramatically reduces the cost of incarceration borne by taxpayers. This is truly an investment in the financial strength of all of Maryland.

The second component we would like to highlight is preparation for careers even for those not heading to college. While it is clearly important to provide access to college for students in poverty, it is even more important to the majority of students coming from impoverished backgrounds, who are not college bound, that their education leads to well-paying career opportunities. In countries with world-class reputations, there are strong career readiness programs in the last years of high school. For example in Canada, in the last two years of high school, students can earn trade certification and participate in paid apprenticeships in industries who have formed partnerships with the schools. These programs have led to increased graduation rates and excellent careers. They are also beneficial to industries, because it helps them fill entry-level positions with much needed qualified young people. Implementing the career and technical education programs in the bills before us will similarly ensure a supply of quality applicants for Maryland business and industry. With good-paying jobs like these, young people are far less likely to turn to crime.

We hope that this testimony provides some added insight into additional beneficial consequences of HB1300 and SB1000 and look forward to answering any of the committee's questions.

The Maryland Alliance for Justice Reform (MAJR) is a nonpartisan association of over fifty community organizations and churches with members in every part of the state, formed to support justice reinvestment. Individual supporters include judges, attorneys, corrections professionals, as well as returning citizens, victims, and service providers.

SUPPORT HB1300 / SB1000 - Blueprint for Maryland's Future - Implementation. (from MAJR)

REFERENCES

- *A Comprehensive Analysis of Pre-kindergarten in Maryland*, prepared for the Maryland State Department of Education, Revised Nov 2106
<http://marylandpublicschools.org/Documents/adequacystudy/MDPreKComprehensiveAnalysis011316.pdf>
- *High/Scope Perry Preschool Study Through Age 40*, by Lawrence J. Schweinhart,
http://nieer.org/wp-content/uploads/2014/09/specialsummary_rev2011_02_2.pdf
- *Student Success*, Ontario Ministry of Education, <http://www.edu.gov.on.ca/morestudentsuccess/>
- *Final Report of the Study of Adequacy of Funding for Education in Maryland*, prepared for Maryland State Department of Education Nov 2016
<http://www.marylandpublicschools.org/Documents/adequacystudy/AdequacyStudyReportFinal12016.pdf>

LWVCalvert_L Zuza_FAV_SB1000

Uploaded by: zuza, leonard

Position: FAV

Presentation on the Kirwan Commission Before Joint Committees of the Maryland House

February 17, 2020

A cynic is someone who knows the cost of everything but the value of nothing. I see many critics of the Kirwan Commission as cynics because they focus exclusively on the cost of the recommendations, but ignore the financial and social benefits from fixing the problems that the Commission is trying to address. This one-sided vision raises important questions that you as legislators need to consider before you vote – especially if you object to Kirwan because of its costs. So, I ask you to consider the following points:

According to 2017 Census data, Maryland has the highest median household income in the United States.

- Why is it spending less per student than 11 other states?
- Why do critics claim that funding Kirwan would “cripple the state economy” when 11 states that have lower median incomes are providing higher per capita student funding?
- Why is Maryland underfunding the education of 53% of African-American students whereas only 8% of white students are in underfunded schools?
- Why are low income school districts, with mostly black and brown students, receiving 5% less funding than high income ones that have mostly white students?
- Why is Maryland offering the 16th highest teachers’ pay in United States?
- Why are we paying teachers 25% less than graduates with comparable educations?
- Why did 47% of second-year teachers not return for a third year in 2017?

Kirwan critics focus on costs, but ignore serious problems in our schools.

- Why was Maryland the only state to see its National Assessment of Educational Progress (NAEP) scores decline from 2013 to 2015?
- Why has the performance of Maryland students declined from first in the nation to 25th in NAEP tests for reading, science, and math?
- Why are 60% of Maryland’s high-school graduates not college or career ready?
- Why are Kirwan critics willing to spend billions of dollars on school construction, but not on improving instruction?

Kirwan critics are focusing on its short-term costs, but ignoring its long-term financial benefits.

- Why are critics of Kirwan ignoring the analysis of a consultant that reports that students who receive the educational benefits proposed by Kirwan will realize \$3.6 billion higher lifetime earnings than those who stay in the current system?

- Why are critics of Kirwan ignoring the analysis that projected long-term Returns on Investment (ROI) from Kirwan could be as much as \$4.5 billion by 2046 because its cohort of 9th grade high-school students when the graduate would make less use of societal safety net programs (Medicaid, Supplemental Nutritional Assistance Program, and Temporary Assistance to Needy Families)?
- Why are critics of Kirwan ignoring the social and financial benefits resulting from better educated students who are less likely to be incarcerated thus saving the state money by requiring fewer prisons and guards?

Many criticisms of Kirwan’s recommendations have no factual basis or balance.

- How can critics say that “Maryland has a spending problem and can’t afford Kirwan” when it has the highest family median income in the United States?
- Why are critics willing to raise millions of dollars to stop Kirwan, but not willing to work with House and Senate leaders to find the funds needed to implement Kirwan?
- Why are critics saying that the Commission should have identified sources for funding its recommendations when that requirement was not in its charter and is the responsibility of the General Assembly?
- Why are critics saying that Kirwan should be funded from teachers’ pensions when that would endanger teachers’ retirement incomes after years of their working with lower-than-market salaries during their careers?

A Washington Post/University of Maryland poll reports that 70% of residents not only support an increase in education funding, but 55% are also are willing to pay more in taxes to fund it.

- Why are state legislators reluctant to fund Kirwan when so many of their constituents not only support the Commission’s recommendations, but are also willing to pay higher taxes to do so?

Ultimately, the biggest hit that Maryland tax revenue could face would not be from expenditures to improve the education, but, rather, that high-tech industries will be reluctant to come here because the declining test scores of its students show that the state does not have as large and highly skilled a workforce as they need to grow their businesses.

Prepared by:

Leonard Zuza
Solomons, MD 20688

MDCharters_McKenAllen_FWA_SB1000

Uploaded by: Allen, McKenzie

Position: FWA



February 17, 2020

Thank you, Chairpersons and Committee Members, for allowing me the opportunity to testify in favor of SB1000/HB1300 with amendments. My name is McKenzie Allen and I am the executive director of the Maryland Alliance of Public Charter Schools (also known as MAPCS). MAPCS is a nonprofit organization comprised of charter school operators from across the state. We represent over 21,000 students in 45 schools over six districts.

Our public charter schools, like all public schools, are extremely excited about the opportunity to have the sustainable, reliable, and equitable funding that HB1300/SB1000 provides in Kirwan. In previous testimony, we requested that the final bill(s) support all types of public schools. We wanted to make sure the money flows directly to kids and schools, while protecting the autonomies of individual school-based decision-making. While we see detail in how the money will flow to schools for their various programs, we do see the need for amendments to support that money getting to public charters schools in the intended way and protecting their autonomies and accountability.

Below are our amendments to the favorable HB1300/SB1000:

Concentration of Poverty (COP)

Strike “GRANT” and substitute “AMOUNT” on page 30, lines 19 and 27 (existing law); page 32, line 10 (existing law) and 16; page 34, lines 21, 23, 26, and 29; page 35, lines 13 and 27; and page 36, lines 2, 5, 6, 9 and 11.

Explanation: The money is not awarded in the style of a grant. Therefore, the title should not include the word “grant”. Grant suggests the money can be withheld until the school meets certain criteria. The COP money is awarded at 100% to the school that meets eligibility to execute a plan in accordance with HB1300/SB1000.

On page 32, in line 25, in line 25, after “(iii)”, insert “1.”; in line 26, after “schools” insert “EXCEPT PUBLIC CHARTER SCHOOLS”; after line 29, insert:

“A COUNTY BOARD MAY REQUIRE A PUBLIC CHARTER SCHOOL TO PROVIDE A PLAN THAT ENSURES THAT THE REQUIREMENTS OF PARAGRAPHS (2) THROUGH (8) OF THIS SUBSECTION ARE MET BUT MAY NOT EXPEND THE FUNDS DISTRIBUTED BY THE STATE UNDER THIS PARAGRAPH FOR THE CHARTER SCHOOL.”

Explanation: Public charter schools are autonomous and exempt from programming from the District and must be allowed to “buy back” services if they so choose. Because of this, we ask that public charter schools remain exempt from the districtwide plan that the board develops on the dissemination and requirements of the Concentration of Poverty money. Instead, public charter schools receive 100% of the money they are eligible for and each public charter school executes a plan of their choosing in accordance with HB1300/SB1000. Public charter schools can be included in the count of 40 schools in the District or County eligible for Concentration of Poverty.

Transitional Supplemental Instruction

On page 39, in line 22, after “MEANS” insert “THE FOLLOWING AMOUNT FOR EACH STRUGGLING LEARNER”; on page 40, in line 20, after “AMOUNT”, insert “FOR EACH STRUGGLING LEARNER IN THE SCHOOL”.

Minimum School Funding

On page 49, after line 24, insert:

“(3) THE AMOUNT DISTRIBUTED BY A COUNTY BOARD TO A PUBLIC CHARTER SCHOOL UNDER PARAGRAPH (1) SHALL BE EQUAL TO THE MINIMUM SCHOOL FUNDING FOR THE APPLICABLE PROGRAM UNDER THIS SECTION AFTER THE APPLICATION OF ANY ADMINISTRATIVE FEES CHARGED TO THE PUBLIC CHARTER SCHOOL.”

Explanation: This is to ensure the minimum sums for the programming areas, particularly those for PreK and Concentration of Poverty, are awarded at the full minimum allowed by this law. If Counties and Districts are required to pass 100% of the funding on to the school for PreK and COP, the charter school administrative fee cannot be charged to this money when being passed to public charter schools. We want to uphold the intention of the law and equity of distribution of funds. The other programming items are funded at a minimum of 75% to the school, therefore a minimum of 75% will also be passed to the public charter school.

Accountability and Implementation Board

On page 69, in line 10, insert “(III)” after “(2)”; after line 13, insert:

“(II) EACH LOCAL SCHOOL SYSTEM THAT INCLUDES PUBLIC CHARTER SCHOOLS SHALL ACCOUNT FOR ITS DISTRIBUTION OF SCHOOL-LEVEL FUNDING TO PUBLIC CHARTER SCHOOLS IN ITS REPORT UNDER SUBPARAGRAPH (B) TO DEMONSTRATE COMPLIANCE WITH THE REQUIREMENTS OF §5-234 OF THIS TITLE.”

Explanation: This would require Districts and Counties to provide documentation to the accountability board/MSDE system created by this bill to report how they are funding the public charter schools in the Districts/Counties. This would help provide clarity and transparency that the funds were being equitably distributed with the intent of the law HB1300/SB1000 to public charter schools. Since charter schools are funded commensurately to traditional public schools, a separate level of accountability is required.

Thank you,



McKenzie Allen
Executive Director, Maryland Alliance of Public Charter Schools
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MHAMD_FWA_SB1000

Uploaded by: Altema, Irnande

Position: FWA



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Senate Bill 1000 | House Bill 1300 Blueprint for Maryland's Future – Implementation

Education, Health, and Environmental Affairs, Budget & Taxation

Ways and Means & Appropriations Committees

February 17, 2020

Position: SUPPORT WITH AMENDMENTS

The Mental Health Association of Maryland is a nonprofit education and advocacy organization that brings together consumers, families, clinicians, advocates and concerned citizens for unified action in all aspects of mental health, mental illness and substance use. We appreciate this opportunity to present testimony in support of Senate Bill 1000 | House Bill 1300.

SB 1000 | HB 1300 makes broad reforms to the state's educational system, including measures to increase and improve school behavioral health services and supports. As chair of the Maryland Children's Behavioral Health Coalition (CBHC), MHAMD is pleased at the increased attention being paid to the behavioral health needs of Maryland schoolchildren.

Last year, the bridge legislation included dedicated funding for mental health services coordinators which was a first step to increase coordination of school behavioral health services to students with behavioral health needs. In mid-2018, CBHC developed and presented a series of recommendations to the Commission on Innovation and Excellence in Education highlighting the connection between increased school behavioral health supports and improved student outcomes (see attached one-pager). These recommendations included increased training for school personnel, the scaling of school behavioral health services in all jurisdictions, systematic screening and identification of student needs and a statewide system of accountability and outcome measurement.

CBHC is elated that the recommendations adopted in the Commission's January 2019 Interim report¹ (see Element 4b beginning on pg. 111) are in SB 1000 | HB 1300. When schools intervene early and coordinate services for students in need of additional supports, it helps to improve academic outcomes. While CBHC is appreciative of the inclusion of the recommendations in the bill, adequate funding of school behavioral health is necessary to witness the academic achievements anticipated by this historic measure. We urge full funding of the provisions to increase behavioral health supports and also request that accountability and data collection be part of the bill. MSDE should build on existing school behavioral health outcome measurements to develop an integrated and uniform district and state level data measurement system. Data collection can inform resource utilization and programming for the students.

MHAMD and CBHC thank both the Commission and the legislature for their work and commitment to ensuring that Maryland's school system is one of the best in the world. We **support with amendments** SB 1000 | HB 1300, and look forward to working with all stakeholders towards full implementation of the Commission's recommendations over the coming months and years.

¹ <http://dls.maryland.gov/pubs/prod/NoPblTabMtg/CmsnInnovEduc/2019-Interim-Report-of-the-Commission.pdf>

For more information, please contact Irnande Altema at (410) 967-3164

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Uploaded by: Brookins, Peggy

Position: FWA

NATIONAL BOARD
for Professional Teaching Standards®

Testimony of

Peggy Brookins, NBCT
President and CEO

The National Board for Professional Teaching Standards

Before the

**Maryland Senate Education, Health and Environment Committee, House Appropriations Committee,
Senate Budget and Taxation Committee, and House Ways and Means Committee**

On

SB 1000/HB 1300

SUPPORT WITH AMENDMENTS

February 17, 2020

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A [large body of research](#) shows that NBCTs have a disproportionately high impact on student learning. Research consistently finds that NBCTs produce an additional 6-8 weeks of student learning, and recent evidence shows that preservice and new teachers benefit from access to NBCTs as mentors and coaches. New teachers mentored by NBCTs were found to produce an additional 6 ½ months of student learning. Evidence deeper learning beyond test scores is greater for NBCTs and, importantly, the impact of NBCTs is found to be even higher for students from disadvantaged backgrounds.

We applaud Maryland's efforts to support and incentivize Board-certification at scale. If implemented, the ambitious Kirwan Commission recommendations would make Maryland a leader in the nation on education reform. Teachers are the most important school-based factor influencing student learning, and a high-quality teacher workforce is the lynchpin for the successful implementation of all aspects of the Kirwan Commission's recommendations. Key elements of the Kirwan Commission's recommendations include attracting, retaining and supporting effective teachers for all students, including by elevating the teaching profession through a professional career ladder for teachers based

on National Board Certification. This integral component of the Commission's recommendations is the focus of our testimony.

Just as the medical profession transformed into a learning profession at the beginning of the 20th century by developing standards by and for the profession, and a continuum of support to put new practitioners on a path to accomplished practice, the vision of the National Board is to engender a similar transformation in the teaching profession. This transformation will result in teaching being a field that, as in medicine, top talent is drawn to, is held in public regard and in which the public is willing to invest, and where workforce shortages are not a recurring public policy challenge.

We believe that Senate Bill 1000 and House Bill 1300 will significantly spark this type of transformation toward an elevated teaching profession that strengthens teaching quality and serves *all* students in Maryland.

A key pillar of the proposed legislation is to raise the standards and status of the teaching profession, including a performance-based career ladder and salaries and professional learning opportunities comparable to other fields with similar education requirements. The proposed teacher career ladder reflects research and lessons learned from the world's top-performing school systems, such as Singapore and South Korea, where teachers are recruited from the top 10% of their class, where they typically stay for the duration of their career, where public esteem for the profession is high, and where students are not shortchanged in their learning because of teacher shortages.

In addition to reflecting best practice from the world's top-performing school systems, the proposed Maryland teacher career ladder addresses head on one of the greatest barriers to recruiting teachers that has been identified in the United States. According to McKinsey & Company's "Closing the Gap" study on what attracts or deters U.S. college students from the top-third of their class to go into teaching, 87% of college students in the top-third of their class saw their other career options as offering opportunities to continue to advance professionally, in comparison to just 35% seeing teaching as offering such career advancement opportunities. The proposed career ladder directly combats this perception by creating a blueprint for the profession of teaching as a dynamic career where talented professionals are recognized for their skill and hard work, mitigating recurring teacher shortage challenges in the future.

At the National Board we believe that when there are concentrations of Board-certified teachers reflective of the diversity of the profession and the student population, it is possible to strengthen school culture and climate, promote equity, and positively impact the school community. We see Board certification as the expectation, not the exception.

As a standards-based assessment, there are no quotas or limits on the number of teachers that can achieve Board-certification. The assessment requires teachers to demonstrate evidence of meeting the standards for their certification area through a series of performance-based portfolio components as well as a comprehensive assessment of their content specific pedagogical knowledge. Unlike norm-referenced assessments that compare assessment takers to the performance of an "average" test-taker (sometimes referred to as grading on a curve), National Board Certification scores reflect how a candidate's submission performs against a rubric that's based on National Board Standards. Assessors, who are teachers in the candidate's certificate area, do not compare submissions to each other; they solely evaluate a candidate's component against the standards-based rubric. Each teacher who

successfully demonstrates their ability to meet the standards through the NBPTS certification process will earn the distinction of being a National Board Certified Teacher.

Moreover, numerous assurances are made that the assessment is in no way biased. This includes assurances against societal bias, pedagogical bias, presentation bias, or content knowledge bias. The National Board bias-prevention training for assessors addresses the unique aspects of portfolio and constructed-response item scoring as well as the commonalities. The bias-prevention training is designed to provide assessors with an opportunity to gain insight into personal value systems and biases, and to provide tools to disarm these biases during scoring. The bias-prevention training for portfolio scoring begins with an emphasis on the need to score to the National Board Standards, rubrics and benchmarks, evaluating only the evidence that a candidate has provided. All assessors are instructed to accept the proficiency levels established by the rubric and defined by the benchmarks. Assessors are reminded of the need to suppress personal preferences regarding content, society, pedagogy, and presentation—that scoring must be impartial, and assessors must provide careful, thorough, and fair evaluation of candidate work.

That said, awareness about and supports for pursuing Board certification have been found to be associated with achievement rates. We have found a positive correlation between candidates' awareness of state salary incentives and their achievement rates, as well as between access to candidate support programs and achievement rates. Disturbingly, we have further identified that candidates of color often have less access to these supports and awareness.

Given the importance of candidate access to support programs, a comprehensive array of supports has been developed for teachers engaged in the process. Leading states have built clear structures for candidate support to be accessible to teachers. These supports are housed at the state, districts, institutions of higher education, local teachers' associations, and non-profit organizations. A particularly strong partnership is that between the National Board and the nation's two largest unions – the National Education Association (NEA) and American Federation of Teachers (AFT). Both the NEA and AFT are on the National Board's Board of Directors and, alongside most state and local affiliates, provide significant support for teachers becoming National Board Certified.

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Given the National Board's commitment to countering existing systemic inequitable access to these supports among teachers of color, of particular note is that the National Board has launched a nationwide virtual Network of teachers of color to build supports and awareness. The Network for Accomplished Minoritized Educators (NAME) provides educators from minority backgrounds with

information about incentives and candidate supports, as well as a community for supporting teachers of color in the Board certification process and as they continue to develop leadership skills.

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To ensure that there is a clear commitment to the notion that all Maryland teachers will have access to the types of supports described above, the National Board offers the following amendments:

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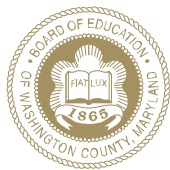
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Position: FWA



BILL: Senate Bill 1000 and House Bill 1300
TITLE: Blueprint for Maryland's Future - Implementation
HEARING DATE: February 17, 2020
POSITION: SUPPORT WITH AMENDMENTS
COMMITTEES: Senate Education, Health, and Environmental Affairs Committee
House Appropriations Committee and Ways and Means Committee
CONTACT: Mr. Anthony J. Trotta, Chief Legal Counsel (TrottAnt@wcps.k12.md.us; 301-766-2946)
Mrs. Ardath Cade, Legislative Representative (ardathcade@aol.com; 410-991-9383)

The Washington County Board of Education supports Senate Bill 1000 and House Bill 1300 with amendments and is requesting that the funding model be clarified.

I. **Washington County is Requesting a Waiver of the Prekindergarten Restrictions – Limiting Prekindergarten Opportunities is Contrary to the Intent of the Blueprint for Maryland's Future.**

Washington County Public Schools has a robust, full-day prekindergarten program staffed with certified teachers and paraprofessionals with a proven record of success.

As the direct result of a goal established by the Washington County Board of Education, the concerted effort of school system staff, and increased funding, it was recently reported that Washington County Public Schools' ("WCPS") prekindergarten program ranks 4th in the State of Maryland (previously 15th out of 24th) for achieving kindergarten readiness in comparison to other public school prekindergarten programs.

Since the 2016-2017 school year, the full-day capacity was increased from serving 180 full-day students to a capacity of 1,265 full-day students in the 2019-2020 school year at all of WCPS' twenty-five (25) elementary schools. The prekindergarten program is provided to all families at no cost to prepare all learners for the challenges of the 21st Century.

According to the Blueprint, beginning in the 2020-2021 school year, eligible private providers must account for at least 30% of eligible providers in each county and these providers are to increase over time (5% every school year) until the percentage of private providers is at least 50% of eligible prekindergarten providers. (page 123, lines 15 to 22) WCPS' current prekindergarten enrollment (1,128) represents approximately 70% of the four (4) year olds in the county. This trend is expected to continue.

This new proposed model penalizes families who reside in counties that are eligible for disparity grants, such as Washington County, and whose children are defined as a "Tier II child or Tier III child." The model is in direct conflict with a major objective of the Blueprint, which is to give children access to educational experiences and opportunities beginning in early childhood that enable them to reach their full promise and potential and be ready for success in college and a rewarding career by the end of high school.

Washington County and other similarly situated counties should be granted, upon request, a waiver under the Blueprint to provide all families with access to a quality public school prekindergarten program at no cost¹ and to expand their public school prekindergarten program without any limitations. Page 123, lines 23 to 33 of the bill should be amended to allow successful programs like the prekindergarten program in Washington County to continue without any limitations on expansion or on granting access to all families to a public prekindergarten program.

II. There is a Need for a Plan for Additional Educators to Implement the Blueprint for Maryland's Future.

Currently, there is a statewide shortage of educators, particularly in the areas of math, science, English, and special education. The model set forth in the Blueprint for Maryland's Future, Senate Bill 1000 and House Bill 1300 ("Blueprint"), requires a dramatic increase in the number of educators to implement the Blueprint with fidelity.

Is there a plan to address this concern? Which new state agency is charged with addressing this concern?

III. Will Funding be Provided to Achieve Basic Adequacy and Also to Fully Implement the Blueprint?

Based upon a report issued by the Maryland Department of Legislative Services in 2017, twenty (20) school systems are not adequately funded as required by the Maryland Constitution.

Does the funding in the Blueprint provide every local board of education with basic adequate funding? Will the funding in the Blueprint provide sufficient funds to implement the Blueprint with fidelity?

In order to develop budgets and to engage in meaningful collective bargaining negotiations, local boards of education need to understand with certainty how much funding will be provided and over what period of time. It is difficult to ascertain the actual funding that will be provided under the various funding formulas. The funding model must be clarified.

Has the wealth factor been adjusted for counties that do not tax personal business property? If not, such counties' wealth is being understated.

How were the twelve (12) counties selected for the transition grant? Transition grants should be provided to all local boards of education that currently are not adequately funded as required by the Maryland Constitution.

¹ WCPS Superintendent Boyd J. Michael, III testified before the Kirwan Commission on September 28, 2017, and offered the following recommendations:

1. Every student should be afforded the opportunity to attend full-day prekindergarten at no cost to parents or guardians.
2. Any student who is not performing at grade level should be provided a customized education plan with dedicated resources so that the student's full potential is realized.
3. Every student should be provided a program of studies that will prepare the student for the challenges and opportunities of the 21st Century in postsecondary education and careers.

LTSC_CatherineCarter_FWA_SB1000

Uploaded by: Carter, Catherine

Position: FWA



Maryland Senate

Education, Health, and Environmental Affairs Committee
Budget and Taxation Committee

Maryland House of Delegates

Appropriations Committee
Ways and Means Committee

Re: SB 1000/HB 1300: Blueprint for Maryland’s Future-Implementation Position: Support with Amendments

Too Many Maryland Students Can’t See or Hear to Learn

For decades Maryland has been doing school vision and hearing screenings. However, **70% of students do not report getting the recommended eye exam and 80% of students do not report getting the recommended hearing exam.** This chart is the only screening results that MSDE was able to produce in 2018. There are many barriers to care. A major one is **ZERO of the 155 Federally Qualified Health Clinics in Maryland provide eye exams/glasses.**

Updated School Health Screening Statistics for Vision and Hearing Screening
January 31, 2018

School Year	Vision Data					Hearing Data				
	#Screened	# Referred	%	#follow Up	%	#Screened	# Referred	%	#follow Up	%
2016-2017	289,666	42,812	14.8%	13,196	30.8%	268,402	8,862	3.3%	1,902	21.5%
2015-2016	301,933	38,764	12.8%	13,488	34.8%	294,306	8,717	3.0%	2,145	24.6%
2014-2015	284,727	29,477	10.4%	12,039	40.8%	277,551	6,253	2.3%	2,388	38.2%
2013-2014	280,103	35,829	12.8%	13951	38.9%	246,128	8,270	3.4%	2,997	36.2%
2012-2013	268,858	35,361	13.2%	14,674	41.5%	264,583	7,549	2.9%	3,258	43.2%
2011-2012	272,898	35,495	13.0%	14,700	41.4%	262,430	7,803	3.0%	3,167	40.6%
2010-2011	229,459	29,643	12.9%	11,930	40.2%	217,321	6,944	3.2%	3,000	43.2%

SB1000/HB1300 Does Not Address Student Vision and Hearing Needs

There are only two words dedicated to vision care as a recommended wrap around service on Page 31 Line 18. There are ZERO words for auditory care. Vision screenings miss up to 75% of vision disorders and screenings are only mandated three times--entry to school, 1st, and 8/9th grade. Vision and hearing impairment can occur at any time. There is no teacher training on signs and symptoms of vision and hearing disorders to help catch students being missed. In the Beyond 20/20 Outreach Program, staff training has been cost-effectively identifying students in need in schools through Howard County.

Solutions:

PASS HB 1375: Establishing certain health specialist position in the State Department of Education and the Maryland Department of Health who will:

- develop infrastructure for and collect, analyze, & respond to data trends concerning student health services
- ensure that students receive necessary vision, auditory examinations, eyeglasses, and hearing aids
- ensure that quality and effective school health services are delivered throughout the state

ADD school personnel training on vision and hearing signs and symptoms on page 89 after Line 22:

(6) RECOGNIZE STUDENT VISION AND HEARING HEALTH ISSUES;

Eye/Ear Health Instruction K, 2, 4th Grade

Students will know how to:

- Recognize when there is a problem with their vision and/or hearing
- Access help when needed
- Protect their eyes and ears

Teacher Reporting Procedures

A formal procedure developed for teachers to report if their students are trying to access help for a possibly eyes/ears health issue.

For many struggling students, the answer may be as simple as a pair of glasses

Baltimore City created partnerships to provide eye exams and glasses to students. Doctor Leana Wen, former Health Commissioner at the Baltimore City Department of Health states, “25 percent of our schoolchildren needed glasses, but were not getting them. That’s estimated to be 15,000 to 20,000 of our kids who’ll end up having to look at the blackboard, and it’s blurry, and they don’t know why, and think that it’s normal.”¹

Vision for Baltimore (2016-2019)

- 5,000 glasses and counting
- 11,768 out of 35,078 students screened failed a basic vision screening
- 6,041 got an eye exam / 4,734 glasses given / 5,727 students still need an eye exam

14% of Students have Hearing Loss

“According to the Centers for Disease and Control, 1.3 out of 1000 8-year-olds have bilateral hearing loss (loss of hearing in both ears) of 40 decibels (dB) or more. And 14.9 percent of children between the ages of 6 and 19 have hearing loss of at least 16 dB in one or both ears. Even hearing loss in only one ear has a tremendous impact on school performance; research shows anywhere from 25 to 35 percent of children with unilateral hearing loss are at risk of failing at least one grade level.” (Healthy Hearing)

Whole School Whole Community, Whole Child (WSCC) model

Adding eye/ear health instruction enables Maryland schools to align with the Whole School Whole Community, Whole Child (WSCC) model, which “includes, integration and collaboration between education leaders and health sectors to improve each child’s cognitive, physical, social, and emotional development. Public health and education serve the same children, often in the same settings...focuses on the child to align the common goals of both sectors to put into action a whole child approach to education...Establishing healthy behaviors during childhood is easier and more effective than trying to change unhealthy behaviors during adulthood. Schools play a critical role in promoting the health and safety of young people and helping them establish lifelong healthy behaviors.” (Centers for Disease Control)

Education Lost if We Fail to Act

Many children do not know that their vision or hearing is not normal. They may go years of needlessly struggling to see the board, read their classwork, or hear their teacher due to undiagnosed impairments. Undiagnosed vision/hearing impairment has a significant impact on a student’s cognitive, physical, social and emotional development. The weeks, months, years that go by that a child can’t see or hear means whole segments of loss in learning. Eyeglasses and a hearing aid will enable a child to immediately see and hear, but the education lost due to our failure to remove the barriers to vision and auditory care will take more time and resources. Pass HB1375 and make sure school staff are trained on signs and symptoms to give every child their best chance at success.

¹ <https://www.politico.com/magazine/story/2017/08/17/how-free-eyeglasses-are-boosting-test-scores-in-baltimore-215501>

MD Workforce Alliance_Brigette Dumais_FWA_SB1000

Uploaded by: Dumais, Brigette

Position: FWA

MARYLAND WORKFORCE ALLIANCE

HB 1300 / SB 1000

TESTIMONY ON THE BLUEPRINT FOR MD'S FUTURE

Position: SUPPORT, with amendments

Honorable Members of the Committee,

Thank you for the opportunity to submit this testimony. My name is Brigitte Dumais, and I am the Executive Director of the Maryland Workforce Alliance (MWA), a statewide, multi-industry coalition of 35 trade associations, labor unions, and apprenticeship providers, united by the common goal of building a world-class workforce in Maryland. This goal can be achieved through the expansion of workforce development programs that provide students with the valuable skills needed to obtain jobs in high-wage, high growth sectors.

Members of the MWA participated in the Career & Technical Education Workgroup of the Kirwan Commission, and we are excited the workforce recommendations are incorporated in the Blueprint. Specifically, MWA endorses the provisions for dual high school and college enrollment, the creation of a CTE Committee, and the institutionalization of registered youth apprenticeship programs integrated with the CTE programs of local school districts.

The increasing cost of college has in many cases made higher education a barrier to, rather than an accelerator of, economic opportunity for working people. Instituting robust CTE in schools combined with paid, on-the-job training via registered apprenticeships, allows students to “earn as they learn.” Through this

model, students receive both free college credits and a paycheck, carving a pathway to debt-free college. Additionally, CTE students will graduate high school with an industry recognized credential, allowing them to immediately enter the well-paid workforce if they prefer not to go to college.

Furthermore, investment in skills training will remedy critical employment shortages in our state. As of 2018, Maryland has over 113,000 “middle-skill” job vacancies that employers are struggling to fill because workers lack the necessary credentials. Therefore, the workforce recommendations in The Blueprint are in the best interests of both students and employers. A highly educated workforce builds a strong economy, which ultimately benefits every Marylander.

MWA supports further strengthening the Blueprint’s workforce [recommendations with amendments to give both labor and management representation on the CTE Committee; and to steer funds for Career Counseling Programs through local governments, allowing them to decide whether career counseling should be provided by the local workforce board or the local school district.

Thank you to all of you who have and will devote so many hours of effort into making this important legislation a reality. **The Maryland Workforce Alliance urges a FAVORABLE report, with amendments¹.**

Respectfully,
Brigette Dumais
Executive Director
MD Workforce Alliance
443-985-8833, brigette.dumais.mwa@gmail.com

¹ See amendments attached to this testimony

AMENDMENT TO SENATE BILL NO. 1000

BY: Senator Rosapepe
(First Reading File Bill)

Delete beginning with Line 25 on Page 119 through and including Line 23 on Page 120 and substitute:

(B) THE GOVERNING BODY OF EACH COUNTY SHALL DESIGNATE ITS LOCAL WORKFORCE BOARD, LOCAL SCHOOL SYSTEM, OR ANOTHER LOCAL ENTITY TO:

(1) RECRUIT EMPLOYERS TO OFFER:

(i) YOUTH APPRENTICESHIPS TO HIGH SCHOOL STUDENTS;

(ii) REGISTERED APPRENTICESHIPS FOR HIGH SCHOOL STUDENTS AND HIGH SCHOOL GRADUATES; AND

(iii) JOB OPPORTUNITIES FOR STUDENTS AND GRADUATES;

(2) MATCH HIGH SCHOOL STUDENTS WITH YOUTH APPRENTICESHIPS, REGISTERED APPRENTICESHIPS, AND JOB OPPORTUNITIES;

(3) COUNSEL HIGH SCHOOL STUDENTS, IN SCHOOL AND OUTSIDE SCHOOL, ON:

(i) SPECIFIC CAREER PATHS, INCLUDING THE SKILLS AND CREDENTIALS REQUIRED FOR THE CAREER PATH; AND

(ii) EDUCATION AND TRAINING OPPORTUNITIES TO LEARN THE SKILLS REQUIRED FOR SPECIFIC CAREER PATHS; AND

=

(4) WORK WITH LOCAL HIGH SCHOOLS TO OFFER THESE CAREER COUNSELING SERVICES TO ALL HIGH SCHOOL STUDENTS IN THE SCHOOLS AND ONLINE THROUGH GROUP PRESENTATIONS AND INDIVIDUAL COUNSELING.

(C) (1) ON OR BEFORE OCTOBER 1, 2020, THE GOVERNING BODY OF EACH COUNTY SHALL REPORT TO THE CTE COMMITTEE, THE GOVERNOR, AND, IN ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY THE LOCAL ENTITY DESIGNATED UNDER SUBSECTION (B) OF THIS SECTION.

(2) THE GOVERNING BODY OF A COUNTY SHALL INFORM THE CTE COMMITTEE, THE GOVERNOR, AND, IN ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY WITHIN 30 DAYS OF ALTERING THE LOCAL ENTITY DESIGNATED UNDER SUBSECTION (B) OF THIS SECTION.

7-127.

(A) (1) IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.

(2) “CTE COMMITTEE” MEANS THE CAREER AND TECHNOLOGY EDUCATION COMMITTEE ESTABLISHED UNDER SECTION 21-207 OF THIS ARTICLE.

(3) “DESIGNATED LOCAL ENTITY” MEANS AN ENTITY DESIGNATED BY A COUNTY’S GOVERNING BODY UNDER § 7-126 OF THIS SUBTITLE.

(4) “FULL-TIME EQUIVALENT HIGH SCHOOL ENROLLMENT” MEANS THE SUM OF:

(I) THE NUMBER OF STUDENTS ENROLLED IN GRADES 9 THROUGH 12 OR THEIR EQUIVALENT IN REGULAR DAY SCHOOL PROGRAMS ON SEPTEMBER 30 OF THE PREVIOUS SCHOOL YEAR;

(II) THE NUMBER OF FULL-TIME EQUIVALENT STUDENTS, AS DETERMINED BY A REGULATION OF THE STATE DEPARTMENT OF EDUCATION, ENROLLED IN EVENING HIGH SCHOOL PROGRAMS DURING THE PREVIOUS SCHOOL YEAR; AND

(III) THE NUMBER OF P-TECH STUDENTS, AS PROVIDED IN § 7-1804(B) OF THE EDUCATION ARTICLE.

(5) "LOCAL SHARE" MEANS THE LOCAL PROPORTION FOR A COUNTY RESULTING FROM THE RATIO OF STATE FUNDING TO LOCAL FUNDING FOR THE FOUNDATION PROGRAM FOR PUBLIC SCHOOLS AS CALCULATED UNDER § 5-201 OF THIS ARTICLE MULTIPLIED BY THE PROGRAM AMOUNT FOR THAT COUNTY.

(6) "PROGRAM AMOUNT" MEANS THE LOCAL SCHOOL SYSTEM'S FULL-TIME EQUIVALENT HIGH SCHOOL ENROLLMENT DIVIDED BY THE STATE'S FULL-TIME EQUIVALENT HIGH SCHOOL ENROLLMENT, MULTIPLIED BY \$45,000,000.

(7) "STATE SHARE" MEANS THE STATE PROPORTION FOR A COUNTY RESULTING FROM THE RATIO OF STATE FUNDING TO LOCAL FUNDING FOR THE FOUNDATION PROGRAM FOR PUBLIC SCHOOLS AS CALCULATED UNDER § 5-201 OF THIS ARTICLE MULTIPLIED BY THE PROGRAM AMOUNT FOR THAT COUNTY.

(B) THE STATE DEPARTMENT OF EDUCATION ANNUALLY SHALL PROVIDE TO THE COMPTROLLER THE STATE SHARE FOR EACH COUNTY.

(C) BEGINNING IN FISCAL YEAR 2022 AND FOR EACH FISCAL YEAR

THEREAFTER:

(1) THE STATE SHALL DISTRIBUTE TO EACH COUNTY'S DESIGNATED ENTITY THE STATE SHARE; AND

(2) EACH LOCAL GOVERNING BODY SHALL DISTRIBUTE TO THE DESIGNATED LOCAL ENTITY THE LOCAL SHARE.

(D) (1) A DESIGNATED LOCAL ENTITY MAY USE THE FUNDING PROVIDED UNDER THIS SECTION ONLY TOWARD ACHIEVING THE REQUIREMENTS UNDER § 7-126 OF THIS SUBTITLE.

(2) THE FUNDING PROVIDED UNDER THIS SECTION MAY BE USED BY A DESIGNATED LOCAL ENTITY TO SUPPLEMENT FUNDS FROM OTHER FUNDING SOURCES FOR CAREER COUNSELING AND JOB MATCHING SERVICES.

(E) (1) THE CTE COMMITTEE SHALL MONITOR AND TRACK THE PROGRESS OF EACH DESIGNATED LOCAL ENTITY IN ACHIEVING THE REQUIREMENTS UNDER § 7-126 OF THIS SUBTITLE.

(2) IF A DESIGNATED LOCAL ENTITY DOES NOT MAKE SUFFICIENT PROGRESS TOWARD ACHIEVING THE REQUIREMENTS UNDER § 11-603 OF THIS SUBTITLE, THE COMMITTEE MAY MAKE APPROPRIATE RECOMMENDATIONS TO THE ACCOUNTABILITY AND IMPLEMENTATION BOARD.

(F) ON OR BEFORE DECEMBER 1, 2021, AND EACH DECEMBER 1 THEREAFTER, EACH COUNTY SHALL REPORT TO THE CTE COMMITTEE ON THE DESIGNATED LOCAL ENTITY'S PROGRESS TOWARD ACHIEVING THE REQUIREMENTS UNDER § 7-126 OF THIS SUBTITLE, INCLUDING:

(1) WHO HAS ADMINISTERED THE PROGRAM FUNDS;

(2) THE DESIGNATED LOCAL ENTITY'S EMPLOYER AND JOB SEEKER SERVICES;

(3) THE ENGAGEMENT OPPORTUNITIES WITH HIGH SCHOOL STUDENTS PROVIDED BY THE DESIGNATED LOCAL ENTITY, INCLUDING THE NUMBER OF STUDENTS WHO HAVE HAD ONE ON ONE CAREER COUNSELING;

(4) THE NUMBER OF EMPLOYERS RECRUITED TO PROVIDE YOUTH APPRENTICESHIPS AND REGISTERED APPRENTICESHIPS TO HIGH SCHOOL STUDENTS, DISAGGREGATED BY INDUSTRY AND OCCUPATION;

(5) THE NUMBER OF EMPLOYERS RECRUITED TO PROVIDE REGISTERED APPRENTICESHIPS FOR HIGH SCHOOL STUDENTS AND HIGH SCHOOL GRADUATES, DISAGGREGATED BY INDUSTRY AND OCCUPATION;

(6) THE NUMBER OF EMPLOYERS RECRUITED TO PROVIDE JOB OPPORTUNITIES FOR HIGH SCHOOL AND COLLEGE GRADUATES, DISAGGREGATED BY INDUSTRY AND OCCUPATION;



SHAB

SB1000/873120/1

BY: Senator Rosapepe

(To be offered in the Education, Health, and Environmental Affairs Committee and the Budget and Taxation Committee)

AMENDMENTS TO SENATE BILL 1000

(First Reading File Bill)

AMENDMENT NO. 1

On page 4, in line 3, after “21-203,” insert “21-204,”; and in line 33, strike “21-204.”.

AMENDMENT NO. 2

On pages 24 through 25, strike in their entirety lines beginning with line 1 on page 24 through line 5 on page 25, inclusive and substitute:

“(2) “CAREER AND TECHNICAL EDUCATION PROGRAM” OR “CTE PROGRAM” MEANS A POST-CCR PATHWAY UNDER § 7-205.1(D)(1)(III) OF THIS ARTICLE THAT CONSISTS OF A PROGRAM RECOMMENDED BY THE CTE SKILLS STANDARDS ADVISORY COMMITTEE AND APPROVED BY THE CAREER AND TECHNICAL EDUCATION COMMITTEE UNDER § 21-207 OF THIS ARTICLE.

(3) “COLLEGE AND CAREER READINESS COMPLETER” OR “CCR

COMPLETER” MEANS A STUDENT WHO HAS COMPLETED COLLEGE AND CAREER READINESS BY PASSING THE ASSESSMENT ADOPTED BY THE STATE BOARD UNDER § 7-205.1(C) OF THIS ARTICLE.

(4) “COMPETITIVE ENTRY COLLEGE PREPARATORY CURRICULUM” MEANS A POST-CCR PATHWAY UNDER § 7-205.1(D)(1)(I) OF THIS ARTICLE THAT CONSISTS OF:

(I) THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM;

(II) THE CAMBRIDGE AICE DIPLOMA PROGRAM; OR

(III) A COMPARABLE PROGRAM CONSISTING OF ADVANCED PLACEMENT COURSES SPECIFIED BY THE COLLEGE BOARD.

(5) “POST-CCR PATHWAY” MEANS A PROGRAM UNDER § 7-205.1(D)(1) OF THIS ARTICLE THAT IS A COMPETITIVE ENTRY COLLEGE PREPARATORY CURRICULUM, A POSTSECONDARY EDUCATION COURSE OF INSTRUCTION, OR A CTE PROGRAM.

(6) “POSTSECONDARY EDUCATION COURSE OF INSTRUCTION” MEANS A POST-CCR PATHWAY UNDER § 7-205.1(D)(1)(II) OF THIS ARTICLE THAT CONSISTS OF DUAL ENROLLMENT AT A STUDENT’S HIGH SCHOOL AND AN INSTITUTION OF POSTSECONDARY EDUCATION IN WHICH A STUDENT EARNS:

(I) AN ASSOCIATE OF ARTS DEGREE OR AN ASSOCIATE OF SCIENCE DEGREE; OR

(ii) AT LEAST 60 CREDITS TOWARD A BACHELOR OF ARTS DEGREE OR A BACHELOR OF SCIENCE DEGREE.

(b) BEGINNING IN FISCAL YEAR 2023, EACH COUNTY BOARD SHALL REPORT TO THE STATE BOARD:

(1) THE NUMBER OF STUDENTS IN THE PUBLIC SCHOOLS OF THE COUNTY WHO BECAME CCR COMPLETERS IN THE PREVIOUS SCHOOL YEAR; AND

(2) BEGINNING IN FISCAL YEAR 2026, THE NUMBER OF STUDENTS IN THE PUBLIC SCHOOLS OF THE COUNTY WHO COMPLETED A POST-CCR PATHWAY IN THE PREVIOUS SCHOOL YEAR.

(c) (1) BEGINNING IN FISCAL YEAR 2023, THE GOVERNOR SHALL ALLOCATE IN THE ANNUAL STATE BUDGET AN APPROPRIATION TO EACH COUNTY BOARD OF:

(i) \$500 FOR EACH STUDENT WHO BECAME A CCR COMPLETER IN THE PREVIOUS SCHOOL YEAR;

(ii) \$500 FOR EACH STUDENT WHO COMPLETED A COMPETITIVE ENTRY COLLEGE PREPARATORY CURRICULUM IN THE PREVIOUS SCHOOL YEAR;

(iii) \$1,000 FOR EACH STUDENT WHO COMPLETED A POSTSECONDARY EDUCATION COURSE OF INSTRUCTION IN THE PREVIOUS SCHOOL YEAR; AND

(iv) \$1,000 FOR EACH STUDENT WHO COMPLETED A CTE PROGRAM IN THE PREVIOUS SCHOOL YEAR.

(2) BEGINNING IN FISCAL YEAR 2023, AND CONTINUING UNTIL THE STATE MEETS ITS GOAL UNDER § 21-204 OF THIS ARTICLE, THE GOVERNOR SHALL ALLOCATE IN THE ANNUAL STATE BUDGET AN ADDITIONAL APPROPRIATION TO EACH COUNTY BOARD OF \$250 FOR EACH STUDENT WHO COMPLETED A CTE PROGRAM IN THE PREVIOUS SCHOOL YEAR.

On page 131, in line 17 strike “CCR STANDARD” and substitute “**NCEE STANDARDS**”; in lines 17 and 18, strike “THE COLLEGE AND CAREER READINESS STANDARDS ESTABLISHED UNDER THIS SECTION” and substitute “**THE STANDARDS SET BY THE NATIONAL CENTER ON EDUCATION AND THE ECONOMY**”; in line 19, strike “(1)”; in lines 19 and 20, strike “, COLLEGE AND CAREER READINESS STANDARDS,”; strike in their entirety lines 22 through 25, inclusive; in line 26, strike “(b)” and substitute “**L(C)**”; in the same line, after “(1)”, insert “**(I)**”; in the same line, strike “2015-2016” and substitute “**2021-2022**”; in line 27, strike “acceptable college placement cut scores” and substitute “**A METHOD ADOPTED BY THE STATE BOARD**”; in the same line, strike “11th” and substitute “**10TH**”; in line 28, after “for” insert “:

1. **COMMUNITY**”; in line 29, strike “and”; in the same line, after “Mathematics” insert “**, AND, WHEN PRACTICABLE, SCIENCE; AND**

2. **EMPLOYMENT IN A GLOBALLY COMPETITIVE WORKFORCE**”; after line 29, insert:

(II) THE MATHEMATICS PORTION OF THE ASSESSMENT SHALL REQUIRE GREATER COMPETENCY THAN ALGEBRA I.

(III) THE ASSESSMENT REQUIRED UNDER THIS PARAGRAPH SHALL INITIALLY BE THE MARYLAND COMPREHENSIVE ASSESSMENT PROGRAM ADOPTED BY THE STATE BOARD AND BASED ON THE NCEE STANDARDS.

(IV) THE STATE BOARD SHALL CONDUCT RESEARCH TO

INVESTIGATE WHETHER THE NCEE STANDARDS ARE COMPARABLE TO THE GLOBAL STANDARDS OF TOP-PERFORMING JURISDICTIONS.

(v) THE STATE BOARD SHALL PERIODICALLY REVIEW THE ASSESSMENT REQUIRED UNDER THIS PARAGRAPH AND ADJUST IT WHEN NECESSARY TO ENSURE THAT IT ALIGNS WITH GLOBAL STANDARDS AND THE STATE’S WORKFORCE NEEDS.

(vi) IN PERFORMING ITS DUTIES UNDER THIS PARAGRAPH, THE STATE BOARD SHALL COORDINATE ITS WORK AND CONSULT WITH THE MARYLAND HIGHER EDUCATION COMMISSION AND THE GOVERNOR’S WORKFORCE DEVELOPMENT BOARD.”; in line 32, strike “2016–2017” and substitute “2022-2023”; strike “or” and substitute “. PERSONALIZED LEARNING, AND”; in line 33, strike “in the 12th grade” and substitute “:

1. IN THE 11TH AND 12TH GRADES”; in line 34, strike “11th” and substitute “10TH”; in the same line, after “grade” insert “; OR

2. BEFORE THE 10TH GRADE FOR A STUDENT WHO IS NOT ON TRACK TO ACHIEVE COLLEGE AND CAREER READINESS BY THE END OF 10TH GRADE”.

On page 132, in line 1, strike “or” and substitute “. PERSONALIZED LEARNING, AND”; in line 4, strike “and”; in line 6, after “school” insert: “; AND

3. BEGINNING WITH THE 2024–2025 SCHOOL YEAR, MAY NOT PRECLUDE ENROLLMENT IN THE INITIAL STAGES OF A POST-CCR PATHWAY ESTABLISHED UNDER SUBSECTION (D) OF THIS SECTION, INCLUDING THE COMPLETION OF A CAREER AND TECHNICAL (CTE) CREDENTIAL”; and in the same line, strike the bracket.

On pages 132 through 135, strike in their entirety the lines beginning with line 7 on page 132 through line 30 on page 135, inclusive.

On page 135, in line 31 strike “(G)” and substitute “(D)”; in the same line, strike “2023-2024” and substitute “2024-2025”; and in line 32, strike “MEET THE CCR STANDARD” and substitute “COMPLETE THE ASSESSMENT”.

On page 136, in lines 1 and 2, strike “AT NO COST TO THE STUDENT OR THE STUDENT’S PARENTS, INCLUDING THE COST OF ANY FEES” and substitute “INCLUDING”; in line 21, after “THAT” insert “, AT NO COST TO THE STUDENT OR THE STUDENT’S PARENTS,”; in line 22, strike “AN INDUSTRY RECOGNIZED OCCUPATIONAL–” and substitute “CERTIFICATION AND LICENSURE”; in the same line, strike “CREDENTIAL”; and in lines 28 and 29, strike “THE PROGRAMS” and substitute “AT LEAST ONE PROGRAM”.

On page 137, in line 1, strike “MEETS THE CCR STANDARD” and substitute “COMPLETES THE ASSESSMENT”; in lines 2 and 3, strike “BE ENROLLED IN AT LEAST ONE” and substitute “CHOOSE A”; strike beginning with “EACH” in line 5 down through “CHOOSSES” in line 22 and substitute “EACH PUBLIC HIGH SCHOOL SHALL PROVIDE A STUDENT WITH COUNSELING SERVICES TO HELP THE STUDENT CHOOSE A POST-CCR PATHWAY THAT FITS WITH THE STUDENT’S EDUCATIONAL AND CAREER GOALS”; in line 27, after “PATHWAYS;” insert “AND”; in line 28, after “(I)” insert “(II)”; and strike beginning with the semicolon in line 29 down through “SUBSECTION” in line 32.

On page 138, in line 1, strike “(H)” and substitute “(E)”; in the same line, strike “(I)”; in line 2, strike “(J)” and substitute “(G)”; in lines 5 and 6, strike “(II) THE REQUIREMENTS OF THIS SUBSECTION MAY BE ACHIEVED UNDER POST-CCR PATHWAYS.”; in line 10, strike “(I)” and substitute “(F)”; strike beginning with the colon in line 10 down through “SUBSECTION,” in line 11; strike beginning with the semicolon in line 12 down through “STUDY” in line 16; in line 17, strike “(J)” and substitute “(G)”; in line 18, strike “(E)” and substitute “(C)(2)”; in line 20, strike “(H)” and substitute “(E)”; in line 21, strike “(H)” and substitute “(E)”; in line 23, strike “(K)” and substitute “(H)”; in line 26, strike “(L) (1)” and substitute “(I)”; and strike beginning with “FOR” in line 27 down through the bracket in line 29 and

substitute “, CONSISTENT WITH SUBSECTION (D) OF THIS SECTION AND THE SYSTEM IMPLEMENTED BY THE CTE COMMITTEE.”.

On page 139, in line 1, strike the bracket; and strike in their entirety lines 2 through 4, inclusive.

On page 160, in line 8, strike “**2023-2024**” and substitute “**2024-2025**”; in line 12, strike “**2024**” and substitute “**2025**”; in line 16, strike the bracket; strike beginning with “On” in line 17 down through “(b)” in line 25; and in line 29, strike “(c)” and substitute “**(B)**”.

On page 161, strike beginning with “(d)” in line 7 down through the bracket in line 11; in line 12, strike “**21-204.**”; in line 13, strike “**(A)**” and substitute “**(C)**”; in line 16, strike “AN” and substitute “A YOUTH APPRENTICESHIP OR OTHER”; and in line 26, strike “**(B)**” and substitute “**(D)**”.

On page 163, in line 5, strike “A” and substitute “AN INDEPENDENT”; in line 22, after “**(5)**” insert “A REPRESENTATIVE OF THE COMMUNITY COLLEGES IN THE STATE, SELECTED BY THE MARYLAND ASSOCIATION OF COMMUNITY COLLEGES;”

“**(6)**”; in line 24, strike “**(6)**” and substitute “**(7)**”; and strike beginning with “**THE**” in line 24 down through “**DELEGATES,**” in line 26 and substitute “FOUR MEMBERS SELECTED BY THE CHAIR OF GOVERNOR’S WORKFORCE DEVELOPMENT BOARD”.

On page 164, in line 1, strike “**LABOR ORGANIZATIONS;**” and substitute “APPRENTICESHIP SPONSORS;”; in line 2, strike “**COMMUNITY COLLEGES**” and substitute “LABOR ORGANIZATIONS”; in lines 5 and 6, strike “**WHO ARE BUSINESS REPRESENTATIVES**”; in line 16, after “**STANDARDS**” insert “IN OCCUPATIONS IN WHICH THERE ARE NO REGISTERED APPRENTICESHIPS”; in line 17, after “**DEVELOP**” insert “APPRENTICESHIP AND”; and in line 27, strike “**APPROVE,**” and substitute “SUBJECT TO SUBSECTION (I)”.

On page 165, in line 12, strike “AN” and substitute “A YOUTH APPRENTICESHIP OR ANY OTHER”; in line 20, after “**ARTICLE**” insert “TO ASSIST LOCAL SCHOOL SYSTEMS”

IN MEETING THE GOALS OF THIS ARTICLE"; in line 21, strike "SCHOOLS TO BE INVESTIGATED" and substitute "SCHOOL DISTRICTS AND SCHOOLS TO BE ASSISTED"; and strike beginning with "OR" in line 23 down through "PATHWAY" in line 25 and substitute "GRADUATING WITH INDUSTRY-RECOGNIZED CREDENTIALS AND APPRENTICESHIPS".

On page 166, in line 11, after "(I)" insert "AN INDUSTRY-RECOGNIZED OCCUPATIONAL CREDENTIAL ADOPTED BY THE COMMITTEE THAT WILL CONSTITUTE COMPLETION OF A CTE PROGRAM FOR PUBLIC SCHOOL STUDENTS AS REQUIRED UNDER § 7-205.1(D)(1)(III) OF THIS ARTICLE SHALL INCLUDE:

(1) COMPLETION OF A REGISTERED APPRENTICESHIP PROGRAM APPROVED BY THE DIVISION OF WORKFORCE DEVELOPMENT AND ADULT LEARNING WITH THE DEPARTMENT OF LABOR;

(2) COMPLETION OF A YOUTH APPRENTICESHIP PROGRAM UNDER TITLE 18, SUBTITLE 18 OF THIS ARTICLE; OR

(3) ACTUAL WORK EXPERIENCE.

(J)"; and in line 15, strike "(J)" and substitute "(K)".

On page 170, after line 19, insert:

"24-801.

(b) (1) There is a Governor's P-20 Leadership Council of Maryland.

(2) The Council is a partnership between the State, educators, and the business community to better prepare Maryland students for the jobs of the 21st century while enhancing the State's economic competitiveness by creating a workforce with 21st century skills.

(c) The Council shall consist of the following members:

- (1) The Governor or the Governor's designee;
- (2) The Secretary of Higher Education;
- (3) The Secretary of Labor;
- (4) The Secretary of Commerce;
- (5) The Chancellor of the University System of Maryland;
- (6) The State Superintendent of Schools;
- (7) The Chairman of the Maryland Higher Education Commission;
- (8) The Chair and the Executive Director of the Governor's Workforce Development Board;

(9) THE CHAIR OF THE CAREER AND TECHNICAL EDUCATION COMMITTEE;

~~[(9)]~~ **(10)** Two members of the House of Delegates, appointed by the Speaker of the House;

~~[(10)]~~ **(11)** Two members of the Senate of Maryland, appointed by the President of the Senate; and

~~[(11)]~~ **(12)** The following members appointed by the Governor:

- (i) A member of the State Board of Education;
- (ii) A representative of local superintendents of education;
- (iii) A representative of local boards of education;
- (iv) Two members of employee organizations that represent elementary and secondary school personnel in the State;

principals:

(v) A representative of elementary and secondary school

secondary schools:

(vi) Two representatives of nonpublic elementary and

(vii) An expert in early childhood education;

(viii) An expert in career and technology education;

(ix) Two representatives of community colleges;

universities:

(x) Two representatives of independent colleges or

outside the University System of Maryland;

(xi) A representative of college or university deans who has responsibility for a science, technology, engineering, and math (STEM) discipline;

Maryland;

(xiii) Four representatives of the University System of

education;

(xiv) A representative of a for-profit institution of higher

(xv) Three representatives of the business community; and

(xvi) Six additional members with experience and knowledge that will benefit the work of the Council.”.

(7) THE NUMBER OF MATCHED HIGH SCHOOL STUDENTS WITH YOUTH APPRENTICESHIPS, REGISTERED APPRENTICESHIPS, OR JOB OPPORTUNITIES, DISAGGREGATED BY INDUSTRY AND OCCUPATION;

(8) THE NUMBER OF HIGH SCHOOL STUDENTS COUNSELED ON SPECIFIC CAREER PATHS;

(9) THE NUMBER OF HIGH SCHOOL STUDENTS RECEIVING CAREER COUNSELING SERVICES IN SCHOOLS AND ONLINE;

(10) THE AVERAGE WAGES OF STUDENTS LISTED UNDER ITEM (9) OF THIS SUBSECTION.

MWA_BrigDumais_FWA_SB1000

Uploaded by: DUMAIS, BRIGETTE

Position: FWA

MARYLAND WORKFORCE ALLIANCE

HB 1300 / SB 1000

TESTIMONY ON THE BLUEPRINT FOR MD'S FUTURE

Position: SUPPORT, with amendments

Honorable Members of the Committee,

Thank you for the opportunity to submit this testimony. My name is Brigitte Dumais, and I am the Executive Director of the Maryland Workforce Alliance (MWA), a statewide, multi-industry coalition of 35 trade associations, labor unions, and apprenticeship providers, united by the common goal of building a world-class workforce in Maryland. This goal can be achieved through the expansion of workforce development programs that provide students with the valuable skills needed to obtain jobs in high-wage, high growth sectors.

Members of the MWA participated in the Career & Technical Education Workgroup of the Kirwan Commission, and we are excited the workforce recommendations are incorporated in the Blueprint. Specifically, MWA endorses the provisions for dual high school and college enrollment, the creation of a CTE Committee, and the institutionalization of registered youth apprenticeship programs integrated with the CTE programs of local school districts.

The increasing cost of college has in many cases made higher education a barrier to, rather than an accelerator of, economic opportunity for working people. Instituting robust CTE in schools combined with paid, on-the-job training via registered apprenticeships, allows students to “earn as they learn.” Through this

model, students receive both free college credits and a paycheck, carving a pathway to debt-free college. Additionally, CTE students will graduate high school with an industry recognized credential, allowing them to immediately enter the well-paid workforce if they prefer not to go to college.

Furthermore, investment in skills training will remedy critical employment shortages in our state. As of 2018, Maryland has over 113,000 “middle-skill” job vacancies that employers are struggling to fill because workers lack the necessary credentials. Therefore, the workforce recommendations in The Blueprint are in the best interests of both students and employers. A highly educated workforce builds a strong economy, which ultimately benefits every Marylander.

MWA supports further strengthening the Blueprint’s workforce [recommendations with amendments to give both labor and management representation on the CTE Committee; and to steer funds for Career Counseling Programs through local governments, allowing them to decide whether career counseling should be provided by the local workforce board or the local school district.

Thank you to all of you who have and will devote so many hours of effort into making this important legislation a reality. **The Maryland Workforce Alliance urges a FAVORABLE report, with amendments¹.**

Respectfully,
Brigette Dumais
Executive Director
MD Workforce Alliance
443-985-8833, brigette.dumais.mwa@gmail.com

¹ See amendments attached to this testimony

AMENDMENT TO SENATE BILL NO. 1000

BY: Senator Rosapepe
(First Reading File Bill)

Delete beginning with Line 25 on Page 119 through and including Line 23 on Page 120 and substitute:

(B) THE GOVERNING BODY OF EACH COUNTY SHALL DESIGNATE ITS LOCAL WORKFORCE BOARD, LOCAL SCHOOL SYSTEM, OR ANOTHER LOCAL ENTITY TO:

(1) RECRUIT EMPLOYERS TO OFFER:

(i) YOUTH APPRENTICESHIPS TO HIGH SCHOOL STUDENTS;

(ii) REGISTERED APPRENTICESHIPS FOR HIGH SCHOOL STUDENTS AND HIGH SCHOOL GRADUATES; AND

(iii) JOB OPPORTUNITIES FOR STUDENTS AND GRADUATES;

(2) MATCH HIGH SCHOOL STUDENTS WITH YOUTH APPRENTICESHIPS, REGISTERED APPRENTICESHIPS, AND JOB OPPORTUNITIES;

(3) COUNSEL HIGH SCHOOL STUDENTS, IN SCHOOL AND OUTSIDE SCHOOL, ON:

(i) SPECIFIC CAREER PATHS, INCLUDING THE SKILLS AND CREDENTIALS REQUIRED FOR THE CAREER PATH; AND

(ii) EDUCATION AND TRAINING OPPORTUNITIES TO LEARN THE SKILLS REQUIRED FOR SPECIFIC CAREER PATHS; AND

=

(4) WORK WITH LOCAL HIGH SCHOOLS TO OFFER THESE CAREER COUNSELING SERVICES TO ALL HIGH SCHOOL STUDENTS IN THE SCHOOLS AND ONLINE THROUGH GROUP PRESENTATIONS AND INDIVIDUAL COUNSELING.

(C) (1) ON OR BEFORE OCTOBER 1, 2020, THE GOVERNING BODY OF EACH COUNTY SHALL REPORT TO THE CTE COMMITTEE, THE GOVERNOR, AND, IN ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY THE LOCAL ENTITY DESIGNATED UNDER SUBSECTION (B) OF THIS SECTION.

(2) THE GOVERNING BODY OF A COUNTY SHALL INFORM THE CTE COMMITTEE, THE GOVERNOR, AND, IN ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY WITHIN 30 DAYS OF ALTERING THE LOCAL ENTITY DESIGNATED UNDER SUBSECTION (B) OF THIS SECTION.

7-127.

(A) (1) IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.

(2) “CTE COMMITTEE” MEANS THE CAREER AND TECHNOLOGY EDUCATION COMMITTEE ESTABLISHED UNDER SECTION 21-207 OF THIS ARTICLE.

(3) “DESIGNATED LOCAL ENTITY” MEANS AN ENTITY DESIGNATED BY A COUNTY’S GOVERNING BODY UNDER § 7-126 OF THIS SUBTITLE.

(4) “FULL-TIME EQUIVALENT HIGH SCHOOL ENROLLMENT” MEANS THE SUM OF:

(I) THE NUMBER OF STUDENTS ENROLLED IN GRADES 9 THROUGH 12 OR THEIR EQUIVALENT IN REGULAR DAY SCHOOL PROGRAMS ON SEPTEMBER 30 OF THE PREVIOUS SCHOOL YEAR;

(II) THE NUMBER OF FULL-TIME EQUIVALENT STUDENTS, AS DETERMINED BY A REGULATION OF THE STATE DEPARTMENT OF EDUCATION, ENROLLED IN EVENING HIGH SCHOOL PROGRAMS DURING THE PREVIOUS SCHOOL YEAR; AND

(III) THE NUMBER OF P-TECH STUDENTS, AS PROVIDED IN § 7-1804(B) OF THE EDUCATION ARTICLE.

(5) "LOCAL SHARE" MEANS THE LOCAL PROPORTION FOR A COUNTY RESULTING FROM THE RATIO OF STATE FUNDING TO LOCAL FUNDING FOR THE FOUNDATION PROGRAM FOR PUBLIC SCHOOLS AS CALCULATED UNDER § 5-201 OF THIS ARTICLE MULTIPLIED BY THE PROGRAM AMOUNT FOR THAT COUNTY.

(6) "PROGRAM AMOUNT" MEANS THE LOCAL SCHOOL SYSTEM'S FULL-TIME EQUIVALENT HIGH SCHOOL ENROLLMENT DIVIDED BY THE STATE'S FULL-TIME EQUIVALENT HIGH SCHOOL ENROLLMENT, MULTIPLIED BY \$45,000,000.

(7) "STATE SHARE" MEANS THE STATE PROPORTION FOR A COUNTY RESULTING FROM THE RATIO OF STATE FUNDING TO LOCAL FUNDING FOR THE FOUNDATION PROGRAM FOR PUBLIC SCHOOLS AS CALCULATED UNDER § 5-201 OF THIS ARTICLE MULTIPLIED BY THE PROGRAM AMOUNT FOR THAT COUNTY.

(B) THE STATE DEPARTMENT OF EDUCATION ANNUALLY SHALL PROVIDE TO THE COMPTROLLER THE STATE SHARE FOR EACH COUNTY.

(C) BEGINNING IN FISCAL YEAR 2022 AND FOR EACH FISCAL YEAR

THEREAFTER:

(1) THE STATE SHALL DISTRIBUTE TO EACH COUNTY'S DESIGNATED ENTITY THE STATE SHARE; AND

(2) EACH LOCAL GOVERNING BODY SHALL DISTRIBUTE TO THE DESIGNATED LOCAL ENTITY THE LOCAL SHARE.

(D) (1) A DESIGNATED LOCAL ENTITY MAY USE THE FUNDING PROVIDED UNDER THIS SECTION ONLY TOWARD ACHIEVING THE REQUIREMENTS UNDER § 7-126 OF THIS SUBTITLE.

(2) THE FUNDING PROVIDED UNDER THIS SECTION MAY BE USED BY A DESIGNATED LOCAL ENTITY TO SUPPLEMENT FUNDS FROM OTHER FUNDING SOURCES FOR CAREER COUNSELING AND JOB MATCHING SERVICES.

(E) (1) THE CTE COMMITTEE SHALL MONITOR AND TRACK THE PROGRESS OF EACH DESIGNATED LOCAL ENTITY IN ACHIEVING THE REQUIREMENTS UNDER § 7-126 OF THIS SUBTITLE.

(2) IF A DESIGNATED LOCAL ENTITY DOES NOT MAKE SUFFICIENT PROGRESS TOWARD ACHIEVING THE REQUIREMENTS UNDER § 11-603 OF THIS SUBTITLE, THE COMMITTEE MAY MAKE APPROPRIATE RECOMMENDATIONS TO THE ACCOUNTABILITY AND IMPLEMENTATION BOARD.

(F) ON OR BEFORE DECEMBER 1, 2021, AND EACH DECEMBER 1 THEREAFTER, EACH COUNTY SHALL REPORT TO THE CTE COMMITTEE ON THE DESIGNATED LOCAL ENTITY'S PROGRESS TOWARD ACHIEVING THE REQUIREMENTS UNDER § 7-126 OF THIS SUBTITLE, INCLUDING:

(1) WHO HAS ADMINISTERED THE PROGRAM FUNDS;

(2) THE DESIGNATED LOCAL ENTITY'S EMPLOYER AND JOB SEEKER SERVICES;

(3) THE ENGAGEMENT OPPORTUNITIES WITH HIGH SCHOOL STUDENTS PROVIDED BY THE DESIGNATED LOCAL ENTITY, INCLUDING THE NUMBER OF STUDENTS WHO HAVE HAD ONE ON ONE CAREER COUNSELING;

(4) THE NUMBER OF EMPLOYERS RECRUITED TO PROVIDE YOUTH APPRENTICESHIPS AND REGISTERED APPRENTICESHIPS TO HIGH SCHOOL STUDENTS, DISAGGREGATED BY INDUSTRY AND OCCUPATION;

(5) THE NUMBER OF EMPLOYERS RECRUITED TO PROVIDE REGISTERED APPRENTICESHIPS FOR HIGH SCHOOL STUDENTS AND HIGH SCHOOL GRADUATES, DISAGGREGATED BY INDUSTRY AND OCCUPATION;

(6) THE NUMBER OF EMPLOYERS RECRUITED TO PROVIDE JOB OPPORTUNITIES FOR HIGH SCHOOL AND COLLEGE GRADUATES, DISAGGREGATED BY INDUSTRY AND OCCUPATION;



SHAB

SB1000/873120/1

BY: Senator Rosapepe

(To be offered in the Education, Health, and Environmental Affairs Committee and the Budget and Taxation Committee)

AMENDMENTS TO SENATE BILL 1000

(First Reading File Bill)

AMENDMENT NO. 1

On page 4, in line 3, after “21-203,” insert “21-204,”; and in line 33, strike “21-204.”.

AMENDMENT NO. 2

On pages 24 through 25, strike in their entirety lines beginning with line 1 on page 24 through line 5 on page 25, inclusive and substitute:

“(2) “CAREER AND TECHNICAL EDUCATION PROGRAM” OR “CTE PROGRAM” MEANS A POST-CCR PATHWAY UNDER § 7-205.1(D)(1)(III) OF THIS ARTICLE THAT CONSISTS OF A PROGRAM RECOMMENDED BY THE CTE SKILLS STANDARDS ADVISORY COMMITTEE AND APPROVED BY THE CAREER AND TECHNICAL EDUCATION COMMITTEE UNDER § 21-207 OF THIS ARTICLE.

(3) “COLLEGE AND CAREER READINESS COMPLETER” OR “CCR

COMPLETER” MEANS A STUDENT WHO HAS COMPLETED COLLEGE AND CAREER READINESS BY PASSING THE ASSESSMENT ADOPTED BY THE STATE BOARD UNDER § 7-205.1(C) OF THIS ARTICLE.

(4) “COMPETITIVE ENTRY COLLEGE PREPARATORY CURRICULUM” MEANS A POST-CCR PATHWAY UNDER § 7-205.1(D)(1)(I) OF THIS ARTICLE THAT CONSISTS OF:

(I) THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM;

(II) THE CAMBRIDGE AICE DIPLOMA PROGRAM; OR

(III) A COMPARABLE PROGRAM CONSISTING OF ADVANCED PLACEMENT COURSES SPECIFIED BY THE COLLEGE BOARD.

(5) “POST-CCR PATHWAY” MEANS A PROGRAM UNDER § 7-205.1(D)(1) OF THIS ARTICLE THAT IS A COMPETITIVE ENTRY COLLEGE PREPARATORY CURRICULUM, A POSTSECONDARY EDUCATION COURSE OF INSTRUCTION, OR A CTE PROGRAM.

(6) “POSTSECONDARY EDUCATION COURSE OF INSTRUCTION” MEANS A POST-CCR PATHWAY UNDER § 7-205.1(D)(1)(II) OF THIS ARTICLE THAT CONSISTS OF DUAL ENROLLMENT AT A STUDENT’S HIGH SCHOOL AND AN INSTITUTION OF POSTSECONDARY EDUCATION IN WHICH A STUDENT EARNS:

(I) AN ASSOCIATE OF ARTS DEGREE OR AN ASSOCIATE OF SCIENCE DEGREE; OR

(ii) AT LEAST 60 CREDITS TOWARD A BACHELOR OF ARTS DEGREE OR A BACHELOR OF SCIENCE DEGREE.

(b) BEGINNING IN FISCAL YEAR 2023, EACH COUNTY BOARD SHALL REPORT TO THE STATE BOARD:

(1) THE NUMBER OF STUDENTS IN THE PUBLIC SCHOOLS OF THE COUNTY WHO BECAME CCR COMPLETERS IN THE PREVIOUS SCHOOL YEAR; AND

(2) BEGINNING IN FISCAL YEAR 2026, THE NUMBER OF STUDENTS IN THE PUBLIC SCHOOLS OF THE COUNTY WHO COMPLETED A POST-CCR PATHWAY IN THE PREVIOUS SCHOOL YEAR.

(c) (1) BEGINNING IN FISCAL YEAR 2023, THE GOVERNOR SHALL ALLOCATE IN THE ANNUAL STATE BUDGET AN APPROPRIATION TO EACH COUNTY BOARD OF:

(i) \$500 FOR EACH STUDENT WHO BECAME A CCR COMPLETER IN THE PREVIOUS SCHOOL YEAR;

(ii) \$500 FOR EACH STUDENT WHO COMPLETED A COMPETITIVE ENTRY COLLEGE PREPARATORY CURRICULUM IN THE PREVIOUS SCHOOL YEAR;

(iii) \$1,000 FOR EACH STUDENT WHO COMPLETED A POSTSECONDARY EDUCATION COURSE OF INSTRUCTION IN THE PREVIOUS SCHOOL YEAR; AND

(iv) \$1,000 FOR EACH STUDENT WHO COMPLETED A CTE PROGRAM IN THE PREVIOUS SCHOOL YEAR.

(2) BEGINNING IN FISCAL YEAR 2023, AND CONTINUING UNTIL THE STATE MEETS ITS GOAL UNDER § 21-204 OF THIS ARTICLE, THE GOVERNOR SHALL ALLOCATE IN THE ANNUAL STATE BUDGET AN ADDITIONAL APPROPRIATION TO EACH COUNTY BOARD OF \$250 FOR EACH STUDENT WHO COMPLETED A CTE PROGRAM IN THE PREVIOUS SCHOOL YEAR.

On page 131, in line 17 strike “CCR STANDARD” and substitute “**NCEE STANDARDS**”; in lines 17 and 18, strike “THE COLLEGE AND CAREER READINESS STANDARDS ESTABLISHED UNDER THIS SECTION” and substitute “**THE STANDARDS SET BY THE NATIONAL CENTER ON EDUCATION AND THE ECONOMY**”; in line 19, strike “(1)”; in lines 19 and 20, strike “, COLLEGE AND CAREER READINESS STANDARDS,”; strike in their entirety lines 22 through 25, inclusive; in line 26, strike “(b)” and substitute “**L(C)**”; in the same line, after “(1)”, insert “**(I)**”; in the same line, strike “2015-2016” and substitute “**2021-2022**”; in line 27, strike “acceptable college placement cut scores” and substitute “**A METHOD ADOPTED BY THE STATE BOARD**”; in the same line, strike “11th” and substitute “**10TH**”; in line 28, after “for” insert “:

1. **COMMUNITY**”; in line 29, strike “and”; in the same line, after “Mathematics” insert “**, AND, WHEN PRACTICABLE, SCIENCE; AND**

2. **EMPLOYMENT IN A GLOBALLY COMPETITIVE WORKFORCE**”; after line 29, insert:

(II) THE MATHEMATICS PORTION OF THE ASSESSMENT SHALL REQUIRE GREATER COMPETENCY THAN ALGEBRA I.

(III) THE ASSESSMENT REQUIRED UNDER THIS PARAGRAPH SHALL INITIALLY BE THE MARYLAND COMPREHENSIVE ASSESSMENT PROGRAM ADOPTED BY THE STATE BOARD AND BASED ON THE NCEE STANDARDS.

(IV) THE STATE BOARD SHALL CONDUCT RESEARCH TO

INVESTIGATE WHETHER THE NCEE STANDARDS ARE COMPARABLE TO THE GLOBAL STANDARDS OF TOP-PERFORMING JURISDICTIONS.

(v) THE STATE BOARD SHALL PERIODICALLY REVIEW THE ASSESSMENT REQUIRED UNDER THIS PARAGRAPH AND ADJUST IT WHEN NECESSARY TO ENSURE THAT IT ALIGNS WITH GLOBAL STANDARDS AND THE STATE’S WORKFORCE NEEDS.

(vi) IN PERFORMING ITS DUTIES UNDER THIS PARAGRAPH, THE STATE BOARD SHALL COORDINATE ITS WORK AND CONSULT WITH THE MARYLAND HIGHER EDUCATION COMMISSION AND THE GOVERNOR’S WORKFORCE DEVELOPMENT BOARD.”; in line 32, strike “2016–2017” and substitute “2022-2023”; strike “or” and substitute “. PERSONALIZED LEARNING, AND”; in line 33, strike “in the 12th grade” and substitute “:

1. IN THE 11TH AND 12TH GRADES”; in line 34, strike “11th” and substitute “10TH”; in the same line, after “grade” insert “; OR

2. BEFORE THE 10TH GRADE FOR A STUDENT WHO IS NOT ON TRACK TO ACHIEVE COLLEGE AND CAREER READINESS BY THE END OF 10TH GRADE”.

On page 132, in line 1, strike “or” and substitute “. PERSONALIZED LEARNING, AND”; in line 4, strike “and”; in line 6, after “school” insert: “; AND

3. BEGINNING WITH THE 2024–2025 SCHOOL YEAR, MAY NOT PRECLUDE ENROLLMENT IN THE INITIAL STAGES OF A POST-CCR PATHWAY ESTABLISHED UNDER SUBSECTION (D) OF THIS SECTION, INCLUDING THE COMPLETION OF A CAREER AND TECHNICAL (CTE) CREDENTIAL”; and in the same line, strike the bracket.

On pages 132 through 135, strike in their entirety the lines beginning with line 7 on page 132 through line 30 on page 135, inclusive.

On page 135, in line 31 strike “(G)” and substitute “(D)”; in the same line, strike “2023-2024” and substitute “2024-2025”; and in line 32, strike “MEET THE CCR STANDARD” and substitute “COMPLETE THE ASSESSMENT”.

On page 136, in lines 1 and 2, strike “AT NO COST TO THE STUDENT OR THE STUDENT’S PARENTS, INCLUDING THE COST OF ANY FEES” and substitute “INCLUDING”; in line 21, after “THAT” insert “, AT NO COST TO THE STUDENT OR THE STUDENT’S PARENTS,”; in line 22, strike “AN INDUSTRY RECOGNIZED OCCUPATIONAL–” and substitute “CERTIFICATION AND LICENSURE”; in the same line, strike “CREDENTIAL”; and in lines 28 and 29, strike “THE PROGRAMS” and substitute “AT LEAST ONE PROGRAM”.

On page 137, in line 1, strike “MEETS THE CCR STANDARD” and substitute “COMPLETES THE ASSESSMENT”; in lines 2 and 3, strike “BE ENROLLED IN AT LEAST ONE” and substitute “CHOOSE A”; strike beginning with “EACH” in line 5 down through “CHOOSSES” in line 22 and substitute “EACH PUBLIC HIGH SCHOOL SHALL PROVIDE A STUDENT WITH COUNSELING SERVICES TO HELP THE STUDENT CHOOSE A POST-CCR PATHWAY THAT FITS WITH THE STUDENT’S EDUCATIONAL AND CAREER GOALS”; in line 27, after “PATHWAYS;” insert “AND”; in line 28, after “(I)” insert “(II)”; and strike beginning with the semicolon in line 29 down through “SUBSECTION” in line 32.

On page 138, in line 1, strike “(H)” and substitute “(E)”; in the same line, strike “(I)”; in line 2, strike “(J)” and substitute “(G)”; in lines 5 and 6, strike “(II) THE REQUIREMENTS OF THIS SUBSECTION MAY BE ACHIEVED UNDER POST-CCR PATHWAYS.”; in line 10, strike “(I)” and substitute “(F)”; strike beginning with the colon in line 10 down through “SUBSECTION,” in line 11; strike beginning with the semicolon in line 12 down through “STUDY” in line 16; in line 17, strike “(J)” and substitute “(G)”; in line 18, strike “(E)” and substitute “(C)(2)”; in line 20, strike “(H)” and substitute “(E)”; in line 21, strike “(H)” and substitute “(E)”; in line 23, strike “(K)” and substitute “(H)”; in line 26, strike “(L) (1)” and substitute “(I)”; and strike beginning with “FOR” in line 27 down through the bracket in line 29 and

substitute “, CONSISTENT WITH SUBSECTION (D) OF THIS SECTION AND THE SYSTEM IMPLEMENTED BY THE CTE COMMITTEE.”.

On page 139, in line 1, strike the bracket; and strike in their entirety lines 2 through 4, inclusive.

On page 160, in line 8, strike “**2023-2024**” and substitute “**2024-2025**”; in line 12, strike “**2024**” and substitute “**2025**”; in line 16, strike the bracket; strike beginning with “On” in line 17 down through “(b)” in line 25; and in line 29, strike “(c)” and substitute “**(B)**”.

On page 161, strike beginning with “(d)” in line 7 down through the bracket in line 11; in line 12, strike “**21-204.**”; in line 13, strike “**(A)**” and substitute “**(C)**”; in line 16, strike “AN” and substitute “A YOUTH APPRENTICESHIP OR OTHER”; and in line 26, strike “**(B)**” and substitute “**(D)**”.

On page 163, in line 5, strike “A” and substitute “AN INDEPENDENT”; in line 22, after “**(5)**” insert “A REPRESENTATIVE OF THE COMMUNITY COLLEGES IN THE STATE, SELECTED BY THE MARYLAND ASSOCIATION OF COMMUNITY COLLEGES;”

“**(6)**”; in line 24, strike “**(6)**” and substitute “**(7)**”; and strike beginning with “THE” in line 24 down through “DELEGATES,” in line 26 and substitute “FOUR MEMBERS SELECTED BY THE CHAIR OF GOVERNOR’S WORKFORCE DEVELOPMENT BOARD”.

On page 164, in line 1, strike “**LABOR ORGANIZATIONS;**” and substitute “APPRENTICESHIP SPONSORS;”; in line 2, strike “COMMUNITY COLLEGES” and substitute “LABOR ORGANIZATIONS”; in lines 5 and 6, strike “WHO ARE BUSINESS REPRESENTATIVES”; in line 16, after “STANDARDS” insert “IN OCCUPATIONS IN WHICH THERE ARE NO REGISTERED APPRENTICESHIPS”; in line 17, after “DEVELOP” insert “APPRENTICESHIP AND”; and in line 27, strike “APPROVE,” and substitute “SUBJECT TO SUBSECTION (I)”.

On page 165, in line 12, strike “AN” and substitute “A YOUTH APPRENTICESHIP OR ANY OTHER”; in line 20, after “ARTICLE” insert “TO ASSIST LOCAL SCHOOL SYSTEMS”

IN MEETING THE GOALS OF THIS ARTICLE"; in line 21, strike "SCHOOLS TO BE INVESTIGATED" and substitute "SCHOOL DISTRICTS AND SCHOOLS TO BE ASSISTED"; and strike beginning with "OR" in line 23 down through "PATHWAY" in line 25 and substitute "GRADUATING WITH INDUSTRY-RECOGNIZED CREDENTIALS AND APPRENTICESHIPS".

On page 166, in line 11, after "(I)" insert "AN INDUSTRY-RECOGNIZED OCCUPATIONAL CREDENTIAL ADOPTED BY THE COMMITTEE THAT WILL CONSTITUTE COMPLETION OF A CTE PROGRAM FOR PUBLIC SCHOOL STUDENTS AS REQUIRED UNDER § 7-205.1(D)(1)(III) OF THIS ARTICLE SHALL INCLUDE:

(1) COMPLETION OF A REGISTERED APPRENTICESHIP PROGRAM APPROVED BY THE DIVISION OF WORKFORCE DEVELOPMENT AND ADULT LEARNING WITH THE DEPARTMENT OF LABOR;

(2) COMPLETION OF A YOUTH APPRENTICESHIP PROGRAM UNDER TITLE 18, SUBTITLE 18 OF THIS ARTICLE; OR

(3) ACTUAL WORK EXPERIENCE.

(J)"; and in line 15, strike "(J)" and substitute "(K)".

On page 170, after line 19, insert:

"24-801.

(b) (1) There is a Governor's P-20 Leadership Council of Maryland.

(2) The Council is a partnership between the State, educators, and the business community to better prepare Maryland students for the jobs of the 21st century while enhancing the State's economic competitiveness by creating a workforce with 21st century skills.

(c) The Council shall consist of the following members:

- (1) The Governor or the Governor's designee;
- (2) The Secretary of Higher Education;
- (3) The Secretary of Labor;
- (4) The Secretary of Commerce;
- (5) The Chancellor of the University System of Maryland;
- (6) The State Superintendent of Schools;
- (7) The Chairman of the Maryland Higher Education Commission;
- (8) The Chair and the Executive Director of the Governor's Workforce Development Board;

(9) THE CHAIR OF THE CAREER AND TECHNICAL EDUCATION COMMITTEE;

~~[(9)]~~ **(10)** Two members of the House of Delegates, appointed by the Speaker of the House;

~~[(10)]~~ **(11)** Two members of the Senate of Maryland, appointed by the President of the Senate; and

~~[(11)]~~ **(12)** The following members appointed by the Governor:

- (i) A member of the State Board of Education;
- (ii) A representative of local superintendents of education;
- (iii) A representative of local boards of education;
- (iv) Two members of employee organizations that represent elementary and secondary school personnel in the State;

principals: (v) A representative of elementary and secondary school

secondary schools: (vi) Two representatives of nonpublic elementary and

(vii) An expert in early childhood education;

(viii) An expert in career and technology education;

(ix) Two representatives of community colleges;

universities: (x) Two representatives of independent colleges or

outside the University System of Maryland;

(xi) A representative of college or university deans who has responsibility for a science, technology, engineering, and math (STEM) discipline;

Maryland; (xiii) Four representatives of the University System of

education; (xiv) A representative of a for-profit institution of higher

(xv) Three representatives of the business community; and

(xvi) Six additional members with experience and knowledge that will benefit the work of the Council.”.

(7) THE NUMBER OF MATCHED HIGH SCHOOL STUDENTS WITH YOUTH APPRENTICESHIPS, REGISTERED APPRENTICESHIPS, OR JOB OPPORTUNITIES, DISAGGREGATED BY INDUSTRY AND OCCUPATION;

(8) THE NUMBER OF HIGH SCHOOL STUDENTS COUNSELED ON SPECIFIC CAREER PATHS;

(9) THE NUMBER OF HIGH SCHOOL STUDENTS RECEIVING CAREER COUNSELING SERVICES IN SCHOOLS AND ONLINE;

(10) THE AVERAGE WAGES OF STUDENTS LISTED UNDER ITEM (9) OF THIS SUBSECTION.

BTU_Cristina Duncan Evans_FWA_SB1000

Uploaded by: DUNCAN EVANS, CRISTINA

Position: FWA



AFT 340 AFL-CIO
Seton Business Park
5800 Metro Drive, 2nd Floor
Baltimore, MD 21215-3209

February 17th, 2020

Good morning, Senators, Delegates, legislative staff, and members of the educational community. My name is Cristina Duncan Evans, and I am the Teacher Chair of the Baltimore Teachers Union. The Baltimore Teachers Union has been an active partner in the development of the Kirwan Commission recommendations, and we are proud that one of our teachers, Morgan Showalter, sat on the Commission.

The BTU fully supports the Blueprint, and we want to work together with the legislature to further enhance and refine it in order to achieve its bold intended outcomes.

In Baltimore City, we have had rigorous career pathways for over 10 years. Our locally developed model portfolio has passage rates similar to National Boards, and it is not uncommon for National Board-Certified teachers to fail our locally-developed portfolio process on their first attempt. In our ten years with a Career Pathways contract, we've learned that they have valuable benefits, but we have also learned that they don't address inequity issues, and can actually exacerbate them. The BTU wants to see the most successful possible version of career pathways in the Blueprint and are looking forward to a more detailed conversation about creating and rewarding new opportunities for teacher leadership.

A second area where the BTU hopes to partner is on the issue of formula equity and targeted supports for students with extra needs. Baltimore City has the highest percentage in the state of students living in concentrated poverty, with disproportionate levels of student mobility, exposure to lead, and traumatic childhood experiences. We applaud the Commission for recognizing that just because families can't afford to supplement their child's education, doesn't mean their child should not have every opportunity to develop their talents to the fullest possible extent. As we continue the conversation over funding formulas, we'll be looking for markers to ensure that wealth gaps in our state don't continue to disadvantage our young people.

AEMS_QuaniceFloyd_FWA_SB1000

Uploaded by: Floyd, Quanice

Position: FWA



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February 17, 2020

Maryland Senate

Education, Health, and
Environmental Affairs Committee
Budget and Taxation Committee

Maryland House of Delegates

Appropriations Committee
Ways and Means Committee

Re: SB 1000/HB 1300: Blueprint for Maryland's Future - Implementation

Position: Support with Amendments

Arts Education in Maryland Schools (AEMS) wants to thank all of the members of the Kirwan Commission and those who helped with the development of the Blueprint for Maryland's Future's Implementation Plan. We also want to thank the hundreds of advocates state-wide who work collectively to ensure that Maryland's 900,000 public school students receive the high quality education that they truly deserve.

At AEMS, we envision a public education system in Maryland that supports, cultivates, nurtures, and uplifts students' creativity regardless of their background so that they can thrive. We view education holistically and know that our focus areas will help us support the systemic change of achieving a truly holistic education for our students. We view the arts as a tool for educational equity by addressing systemic issues and, by investigating the inequities happening within arts education. We know that education, including **arts education**, is a civil right and believe that all students in the state should receive their instruction to the highest of quality.

AEMS has a history of working closely with the state government and elected officials to support policies that enable all students equitable access to high quality arts instruction that meets the state fine arts standards. In 2014, AEMS led The Governor's P-20 Leadership Council Task Force on Arts Education in Maryland Schools - a group of leaders from around the state that did an extensive literature review around policies for arts education to inform best practices that should be implemented throughout the state. The final report of the task force included state level recommendations, strategies, and rationales to ensure that all students have access to a high quality arts education. AEMS has worked with MSDE, school systems, and institutions of higher education to develop and support best

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practices, teacher training, and professional development to ensure that there is capacity for defining and providing high quality programs.

AEMS supports SB1000/HB1300 - Blueprint for Maryland's Future with recommended amendments. We highly urge the General Assembly to review them to ensure that all students have access to high quality educational resources, instructional rigor, and student services throughout their academic career. We also ask that there are no under-funded or unfunded mandates within the foundation formula defined in current laws such as the **arts**. In the current legislation, there is no attempt to remedy the lack of adequate funding for arts education, even though **arts education is considered a core subject**. We also ask for opportunities to support students from communities that may need additional support such as low socio-economic communities, immigrant communities, special needs communities, and communities that have been under-served due to the historical redlining which include communities of color.

AEMS also urges the General Assembly to ensure that there is oversight of the policy on a state-wide and local level to avoid lack of implementation, funding, and accountability. We believe that this process should be a collaborative process with our school communities, educators, and school leaders at the forefront to lead strategy and support for implementation.

In conclusion, AEMS strongly supports SB1000/HB1300 and urges the General Assembly to submit a favorable report with amendments. We believe that Maryland is going in the right direction to ensure that our students become well-rounded creative citizens that will contribute to the future of not only the state or country, but internationally. Thank you again for your work and please remember: **our kids can't wait.**

Thank You,

Quanice G. Floyd
Executive Director
qfloyd@aems-edu.org

NOTE: See attached for recommended amendments and comments.

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AEMS stands in alignment with our colleagues at the Maryland Education Coalition with the following clarifications and amendments to SB 1000/ HB 1300. We urge the General Assembly to consider the following:

- **Subtitle 2, page 10- Aid to Education** - AEMS is concerned that there may not be adequate funding to address mandates in COMAR, State, ESSA Plan & other state or federal laws (Title I programs, Instruction Programs, Core Subject - **including the arts**, etc.).
- **Subtitle 4, page 59, Accountability and Implementation Board** - AEMS does not object to the board, but we are concerned their membership may not adequately ensure meaningful stakeholder consultation in the decision-making process as defined in federal law and elsewhere. We are concerned the makeup may not be independent or objective. There also does not appear to be a requirement that a member has a “high level” of experience or expertise with each of the major student groups (Special Ed, ELL, Lower-income, Gifted & Talented), a requirement to be competent culturally, economically and geographically nor in differences in ability or need, especially for students of color.
- **Section 5-405, page 66- Withholding of Funds to LEAs** - AEMS objects to the holding of any government funds for public education, especially if there is evidence of unfunded or under-funded mandates and only after MSDE and the LSS have worked collaboratively to address concerns, agreed by consensus on a plan to address them with a realistic timeline and resources that will promote progress or success. This has been attempted several times in the past, directly harming student & staff resources or services and the school system, school or program level.
- **5-406, pages 69, School level expenditure reporting** - Does not appear to clearly require local school improvement teams with transparency and stakeholder consultation in the decision-making process.
- **5-407, page 69, Withholding of Funds from Departments** - AEMS objects to the holding of any government funds for public education, especially if there is evidence of unfunded or under-funded mandates and only after MSDE and the LSS have worked collaboratively to address concerns, agree by consensus on a plan to address them with a realistic timeline and resources that will promote progress or success. Simply put, it is more harmful and less effective.
- **5-409, page 72, Other Board Duties and Reporting** - Does not appear to require meaningful stakeholder consultation in the decision-making process and transparency.



- **Section 6-121, page 86, Elements of Teacher Prep Program and Role for MSDE** - Does not appear to clearly require educators or administrators to have quality preparation to understand, identify, or provide services for Special Needs, ELL or Gifted & Talented/High Ability students nor students of color or of different cultures.
- **6-1001, page 95, Definitions** - Add to (2) **“TEACHER” DOES NOT INCLUDE, UNLESS OTHERWISE PROVIDED:**
 - **Clarification of what is defined as a curriculum specialist**
 - **Add (IX) Guidance Counselor (currently well understaffed within most school systems at 250:1 ratio)**
- **7-103, page 119, Remove Half-day Programs from Grant Eligibility** - This is supported providing school districts have funding to meet increased enrollment in age appropriate facilities (Number/height of bathrooms, sinks, etc.).
- **8-201, page 142, Gifted and Talented Pathway** - *(2) EACH LOCAL SCHOOL SYSTEM SHALL DEVELOP ACCELERATED PATHWAYS AND ENRICHMENT PROGRAMS FOR GIFTED AND TALENTED STUDENTS TO ACHIEVE COLLEGE AND CAREER READINESS BY 3RD GRADE AND BEFORE THE END OF THE 10TH GRADE.*
 - Add Language consistent with COMAR REGULATION 13A.04.07 Gifted and Talented Education

GBC_FWA_SB1000

Uploaded by: Fry, Donald

Position: FWA



POSITION STATEMENT

**TESTIMONY PRESENTED TO
THE SENATE EDUCATION, HEALTH, AND ENVIRONMENTAL AFFAIRS COMMITTEE,
THE SENATE BUDGET AND TAXATION COMMITTEE,
THE HOUSE APPROPRIATIONS COMMITTEE AND
THE HOUSE WAYS AND MEANS COMMITTEE**

**SENATE BILL 1000/HOUSE BILL 1300 –
BLUEPRINT FOR MARYLAND’S FUTURE - IMPLEMENTATION**

February 17, 2020

**DONALD C. FRY
PRESIDENT & CEO
GREATER BALTIMORE COMMITTEE**

Position: Support with Amendments

Senate Bill 1000/House Bill 1300 – Blueprint for Maryland’s Future – Implementation codifies the policy recommendations of the Commission on Innovation and Excellence in Education (the Commission), adopts funding formulas and requirements for education, and creates a new government infrastructure to oversee implementation of the plan.

The Greater Baltimore Committee (GBC) supports the intent and goals of the Commission’s recommendations.

In *Gaining the Competitive Edge: Keys to Economic Growth and Job Creation in Maryland*, a report published by the GBC, a highly-educated workforce is identified as one of the core pillars for a competitive business environment and job growth. The report provides as a core pillar:

Workforce that is highly-educated and meets Maryland’s business needs. Maryland’s secondary and higher education institutions must offer access to quality instruction at all levels and cultivate a workforce that is well-suited to a modern economy and to the specific needs of Maryland’s business sectors.

The GBC evaluated the Commission’s proposals and the provisions of Senate Bill 1000/House Bill 1300 through a lens focused on three key factors: accountability, achievability, and economic development.

With an eye to these issues, the GBC supports the proposed legislation with recommendations for the respective committees to consider a number of concerns that would suggest several amendments to the bill:

- The legislation creates a new oversight board with broad authority to establish metrics and outcomes and evaluate the results of the increased spending on education. The board is also given a large number of administrative responsibilities and virtually unchecked authority to withhold funds from school systems, individual schools, and other State agencies. The GBC firmly supports strong accountability and agrees that it is vital to have an entity with oversight authority to ensure that public dollars are spent appropriately and that goals are being met. The GBC would urge the committees to carefully examine

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whether the creation of a new board is duplicative of existing state entities or does not authorize excess powers. It would not be productive to create overlapping structures or a parallel oversight bureaucracy.

- The GBC supports the principle that local government need to be partners in this education reform transformation. However, the increased funding required in the early years of the 10-year implementation would be difficult for some jurisdictions, particularly Baltimore City and Prince George's counties, to meet without significantly reducing existing services, programs, or raising additional revenues. The GBC urges an amendment to the bill to ensure that the increased funding required of local jurisdictions is gradual and consistent over the ten-year phase-in period and set at a level that, considering the financial stability of each subdivision, is achievable by all jurisdictions.
- Senate Bill 1000/House Bill 1300 contain a large number of programmatic elements with an accompanying price tag for the State and local governments. Although each of these policy areas is important and integral to improved scholastic improvement, the legislation fails to establish a prioritization of the five policy areas should there be an economic downturn or other extraordinary circumstances that would preclude full funding of the entire program. The establishment of a prioritization of the policy initiatives would create a degree of certainty as to the funding responsibilities should such an unanticipated circumstance occur.
- Senate Bill 1000/House Bill 1300 do not address the source of the revenues that will pay for the reforms in the bills. It has been proffered that adequate state funding exists for the first few years of the program's implementation but that a comprehensive review of the state's tax structure is needed to ensure that it is consistent with a 21st century economy. The GBC is supportive of such a study and welcomes the opportunity to participate in the effort to modernize the state's tax structure. The GBC's support of the legislation is conditioned on the plan's implementation not being funded by relying on any revenue source that would make Maryland less competitive for business, including either an increase of existing business taxes or the elimination of effective business tax credits.
- It has been suggested that several of the provisions of the legislation, including those related to teacher salaries and career ladders, may be inconsistent with current law. The legislation should be amended to include a severability clause. If any provisions are challenged and adjudged unenforceable the inclusion of a severability clause would ensure that the other provisions of the bill would remain in effect.

For the reasons stated above, the Greater Baltimore Committee urges a favorable report with amendments on Senate Bill 1000/House Bill 1300.

The Greater Baltimore Committee (GBC) is a non-partisan, independent, regional business advocacy organization comprised of hundreds of businesses -- large, medium and small -- educational institutions, nonprofit organizations and foundations located in Anne Arundel, Baltimore, Carroll, Harford, and Howard counties as well as Baltimore City. The GBC is a 65-year-old, private-sector membership organization with a rich legacy of working with government to find solutions to problems that negatively affect our competitiveness and viability.

BTU_CoreyGaber_FWA_SB1000

Uploaded by: GABER, COREY

Position: FWA

**Senate Budget and Tax, Education and Health and Environmental Affairs
Committees
House Appropriations and Ways and Means Committees
February 17th, 2020**

Good afternoon, my name is Corey Gaber and I'm a 6th grade English teacher in Baltimore City Public Schools, and an Elementary School Vice President on the Baltimore Teachers Union Executive Board. I strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to transform Maryland's early childhood, primary, and secondary education system to the levels of high performing systems around the world.

First, the state of Maryland has NEVER provided sustained resources to black and brown youth in its public schools, despite court rulings demanding it, despite independent consultants quantifying what they're owed, despite equitable funding research being codified into law, and despite the clear mandate from the state constitution. The harmful impact of this historical and racist underfunding on the trajectory of millions of young lives is immeasurable, but the dollar amount is quantifiable. Baltimore City's students have received [3.2 billion dollars less than the state's definition of adequate funding demanded](#) over the past 2 decades. Prince George's county students received over 500 million dollars less than what they were owed in the year 2017 alone! In fact, regression analysis shows that the higher the % of black students in a district, the higher the funding adequacy gap.

While most acutely felt in Baltimore City and PG County, these inequities extend across the entire state. At least 20 out of 24 MD jurisdictions are underfunded, and our regressive funding formula means high poverty districts on average receive \$800 less per pupil than low poverty districts. So when you hear that we're already funding our schools adequately and equitably, remember that the courts, the consultants, and the constitution all declare BULLSHIT!

By finally repairing our regressive educational funding formula, the Blueprint legislation offers us a chance to say loudly and clearly, the sins of our past will not be the sins of our future!

-Corey Gaber, District 40

ACY_Gardiner_FWA_SB1000

Uploaded by: gardiner, shamoyia

Position: FWA

EQUITY FOR ALL KIDS



To: Chair Pinsky and members of the Education, Health, and Environmental Affairs Committee
Chair Kaiser and members of the Ways and Means Committee
Chair McIntosh and members of the Appropriations Committee
Chair Guzzone and members of the Budget and Taxation Committee

From: [Shamoyia Gardiner](#), Education Policy Director
[Melissa Rock](#), Birth to Three Strategic Initiative Director

Re: Senate Bill 1000/House Bill 1300: Blueprint for Maryland's Future-Implementation

Date: February 17, 2020

Position: Support with Amendments

Advocates for Children and Youth (ACY) is honored to provide testimony on the historic legislative effort that is Senate Bill 1000 and House Bill 1300: Blueprint for Maryland's Future – Implementation. We have borne witness to the more than three years' worth of research, debate, analysis, and general effort that has gone into creating the recommendations which undergird this legislation, and appreciate the hard work of the members of both the Commission on Innovation and Excellence in Education and the Blueprint for Maryland's Future Funding Formula Workgroup, as well as the labor of the staff at the Department of Legislative Services. **ACY supports the bill, with amendments.**

Fund Our Schools--Equitably

For too long, Maryland has underfunded its public schools. When the Commission began its work, public schools were losing out on \$2.9 billion annually, averaging \$2 million dollars per school, per year. Unfortunately, the numbers were not as neat in practice: the three most underfunded jurisdictions in the State (Baltimore City, Prince George's and Caroline counties) were also home to nearly half of the students of color in the State, mirroring national and historical disinvestment in students of color and the communities they come from. **The regressive-ness of Maryland's current funding formula sends more public dollars to relatively wealthy districts and fewer to higher-need districts and must be undone in the new Blueprint formula.**

More than 21st Century Buildings

Many of the policies set forth by the Blueprint are innovative—in Maryland and possibly in the broader United States context. The pursuit of universal access to pre-kindergarten, of high-quality career and technical education programming, even of a Statewide Community Schools strategy are novel for us, but we must be clear that **these policy ideas are not simply new fantasies dreamed up by the Commission. Many of the Blueprint's policies are empirically evidenced best practices already being implemented in other parts of the world with success.** These policies work in concert with one another, external school construction efforts, as well as external post-secondary educational reform efforts to realize the vision of a world-class system of public education in Maryland, in which all students have equitable access to the resources which will allow them to achieve at their fullest potential.

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Advocates for Children and Youth builds a strong Maryland by advancing policies and programs to ensure children and families of every race, ethnicity, and place of birth achieve their full potential.

Recommendations to Strengthen the Impact of the Blueprint for Maryland's Future
ACY, as Stated above, supports the Blueprint. **Any amendments offered by ACY** are done so with the explicit intention of strengthening the successful impact of the Blueprint for students and communities across the State and **should not be misconstrued as a rejection of the thoughtful proposal at hand.** We'll offer amendment suggestions in the context of the broad policy areas the Commission worked within, noting page and line numbers aligned with the text of HB 1300.

Early Childhood Education

- 85% of a child's brain development is complete when that child turns 3. It is imperative that brain development is not interrupted or negatively impacted in young children, and that supportive services for young children and their families are adequately resourced.
 - Judy Centers serve at least 300 individuals each year and require full funding of \$330,000 per Center rather than \$275,000 (page 46, line 8)
 - An **increase funding for Early Childhood Mental Health Consultation (ECMHC)** must accompany funding for Judy Centers, as these professionals provide technical support to the staff and families at child care centers when a young child is demonstrating problematic behavior. It takes social emotional skills for a young child to be able to control their emotions, interact well with other children, and cope with all the distractions in a classroom once they enter school.
- Consistently define full-day and half-day pre-kindergarten (pre-K)
 - Page 44, line 17 defines "full-day" as "not less than 7 hours or more than 12 hours per day." However, on page 121, line 17, full day pre-kindergarten is defined as a "six and one-half hour school day". These definitions need to be consistent with one another and the federal Head Start definition of 6.5 hours rather than 7 hours. To keep all definitions consistent with federal Head Start definitions, on p.118, line 24 of HB 1300, half day should also be defined as 3.5 hours rather than 2.5 hours.
- Kindergarten Readiness Assessment (KRA) and equitable time for preparation (pages 139-140)
 - The bill allows school districts to administer a portion of the KRA during the summer (before kindergarten begins) and administer the remaining portion during the school year. Allowing districts to stagger the KRA assessment creates an advantage for district-run pre-K programs over private/community-based programs. Children in the later programs will only be given the opportunity to test once, in the fall when they arrive at kindergarten. Research shows and validates the impact of summer learning loss for young children. The **children not served directly by the district will not score as high or demonstrate readiness as if they were immediately tested after their prior placement during the summer,** building inequity into the mixed-delivery system.

- While private providers will need to be licensed and to comply with COMAR regulations, Local Education Agencies will not have the same mandate and need to have these defined. To ensure consistent quality of programs in this mixed-delivery system, ACY recommends that COMAR and federal Head Start regulations be adhered to by all providers in the system: **for classes with 3-year-olds, class sizes should capped at 17 children (or fewer).**
- Alter the definition of “Tier 1” student to include students who are English Language Learners
- Require that all (public, private, community-based) providers receiving public funds under the Blueprint be subject to the provisions 2017 ban on pre-K through 2nd grade suspensions and expulsions.
- Include funding for the Maryland Infants and Toddlers Program
- The Blueprint should provide explicit language about supporting existing community-based providers in meeting the existing and any new EXCELS criteria set forth in this and subsequent legislation, with particular emphasis on ensuring that **programs owned and operated by gender minorities and people of color receive preferential access to these financial and technical assistance resources.**

High-Quality and Diverse Teachers and School Leaders

- Annual MSDE/MHEC report should **include data disaggregated by race, ethnicity, sex, and linguistic diversity** (mono-lingual vs bi-lingual and multi-lingual) of candidates in as many areas as possible to ensure completeness of analysis:
 - Beginning on page 80, line 29 and including from part B:
 - Sub-part 1 I through IV (page 81, line 12) and sub-part 1 VI (lines 17-19)
 - Sub-part 7 (page 82, lines 1-2)
 - Sub-parts 9-13 (page 82, lines 5-20)
- Replace all instances of “minority” with “of color” as applicable to denote race
- Teacher quality measurements should include competency in non-punitive, non-exclusionary student behavioral management techniques, including but not limited to Restorative Practices and Trauma-Informed and Trauma-Responsive techniques (page 82, lines 3-5)
- Teacher training practicums for alternative preparation programs must also include non-punitive, non-exclusionary student behavioral management proficiency to be demonstrated (page 85, lines 10-17)
 - This component should be included in traditional preparation programs (page 84, lines 1-3 and page 87, lines 8-9)
- Include in the *Guiding Principles for Development of the Career Ladder* a provision for the equitable access to climbing the career ladder for teacher candidates of color and **set goals for the equitable distribution of candidates across the salary schedule**, benchmarked by the demographics of the teacher population in the State (page 97, lines 11-23).
 - This (and other recommendations with regard to race) is not meant to be misconstrued as recommending a racial quota in the salary schedule or incentivizing unearned placement in the salary schedule.

- The National Board for Professional Teaching Standards certification data demonstrates clearly inequitable certification outcomes for teachers of color. In 2018, National Board Certified Teachers were 5% Black, 4% Latino, and 10% “other”. Successful candidates are overwhelmingly White (82%). In Maryland, these disparities hold constant (8% Black, 2% Latino, 15% “other” and 75% White). Black teachers specifically were 27% of Maryland’s candidates that year, while White teachers were only 52% of that population. **National Board Certification is inherently racially inequitable and is an alarming standard to tie to teacher career ladders.**
 - Requiring National Board Certification (NBC) builds inequity into the teacher career ladder, risking a future in which teachers of color—particularly Black and Latino teachers—are paid significantly less than their peers.
 - The Commission, in response to the above data, said they would offer supports to teacher candidates of color specifically—but this is not reflected in HB1300/SB 1000. In fact, page 115, lines 6-10, denotes supportive funding for each teacher who pursues NBC, which not only fails to mitigate the racially inequitable impacts of the NBC itself, but **will also disproportionately send State resources to White teachers in Montgomery, Anne Arundel, and Howard counties**, which have larger numbers of NBC teachers than many other jurisdictions. Only one of the three districts facing persistent underfunding from the State would benefit significantly as the bill is written (Prince George’s). Specifically, designated supports for teachers of color in high-need jurisdictions must be included in the legislation.
- Teacher Quality and Diversity Program
 - (Page 158, lines 12-13) include “arts and arts education”
 - (Page 158, line 22) include “specifically at Historically Black Colleges and Universities, Hispanic-Serving Institutions, and other Minority-Serving Institutions in the State”

College and Career Readiness Pathways

- (Page 156, lines 11-15) seeking clarification on whether the remaining 25% of the cost of tuition is charged for dually-enrolled students and if so, who is responsible for paying that portion of tuition?
- (Page 161, lines 13-17) after “goals that reach 45%”, include language reflecting a goal that the racial composition of students meeting the readiness standard should be roughly equivalent to the State’s public school enrollment. By the end of the 2029-2030 school year, this should be feasible.
- (Page 161, lines 26-31) include after “high school” disaggregation of data in the report by student sex, race, ethnicity, disability status, and English Language Learner status
- (page 163, lines 24-26) seeking clarification on how many members representing each sector shall be placed on the CTE Committee
- (Page 166, lines 1-3) to include a provision prioritizing grants for programs at schools that have been historically underfunded by the State and/or have the lowest graduation rates, matriculation to post-secondary education, or full-time,

wage-sustaining employment as identified in the Maryland Longitudinal Data System

More Resources to Ensure All Students Succeed

- On Community Schools: ACY is thrilled to see language around trauma-informed schools included in the Blueprint. Trauma-informed schools have staff who are equipped to recognize the symptoms of trauma, which differs from trauma-responsive schools, which are complete school environments and internal structures to facilitate the ability of all individuals to address trauma, regardless of their being trauma-informed. ACY would like to see **a delineation between trauma-informed and trauma-responsive** included in this section of the Blueprint, as such a definition will strengthen the structures of Community Schools throughout the State.
 - (Page 148, line 14) "includes but are not limited to". The flexibility in the list of services is inherent in the implementation of Community Schools which meet the specific needs of their populations
 - (Page 148, line 17) include "and from school"
 - (Page 149, line 8) define "enrichment experiences"
 - (Page 150, lines 18-20) should include a description of specific professional development for Community School Coordinators (CSCs)
 - (Page 150, lines 22-24) **requires CSCs to be "experienced and qualified" but does not define either term or describe how one who is not a current CSC would gain experience or qualification**
 - (Page 151, lines 18-24) must include collaboration with students and community members as a component of the needs assessment and should not limit inclusion of parents and teachers unaffiliated with a parent-teacher organization/school council. The inclusion of students at the secondary level (grade 6 and on) is imperative to ensuring the validity of the needs assessment.
- Tutoring and Struggling Student Supports
 - (Page 39, lines 4-7) replace "PARRC" with" PARCC"

Governance and Accountability

- (page 60, lines 20-30) insert "racially equitable education policy practices" and "intergenerational approaches to education"
- (page 62, lines 3-6) insert "the Board shall publicly post information about upcoming meetings on [some State-run website] at least one week prior to such meeting"
- (page 70, lines 21-26) insert "disability status and pregnant/parenting status"
- (pages 70-71, lines 27-4) all student outcome data should be disaggregated by race, ethnicity, disability status, English Language Learner status, and pregnant/parenting status
- (page 74, lines 16-17) and report disaggregated data about those NBC teachers
- **ACY generally does not see the withholding of funds from school districts as a viable, productive solution to the issue that spurred the creation of the Blueprint—the State's underfunding of its public schools.** (page 66, lines 21-25; page 67, lines 15-18; page 17, lines 15-21)

- ACY is also pleased to see the reporting of information regarding disciplinary action included in the bill as drafted (page 71, line 2) and believes this is critical to a truly accountable system

The Formula

- Calculating Full-Time Equivalent Enrollment
 - (page 12, lines 11-19) neither makes mention of students enrolled in public pre-K programs as operated and resourced by a local board of education, nor introduces a methodology for including pre-K students as the mixed-delivery system is implemented over time. Pre-K enrollment is, however, included in the calculation of a Local Contribution Rate.
- Accurately assessing students living in poverty
 - (page 26-27, lines 26-1) The methodology for calculating students living in poverty at a given school between FY17-FY25 is reflective of the intent of the Commission and the Funding Formula workgroup as it will use a double verification (not double-counting) to ensure that local board of education capture as many students as possible, however (page 27, lines 14-17) the methodology used from FY26 on would force local boards of education to choose between the incomplete direct certification count and the incomplete income verification count. **The legislation should allow the double verification method to be used until (1) a more accurate count is able to be taken or (2) federal policies and practices allow immigrant and mixed-status new Americans to enroll in safety net programs without fear of government retribution**

This Is A "One-Maryland" Effort and Requires A Shift in Mindset

Public education funding is a mandated responsibility of the State as set forth in its Constitution. **76% of student poverty in Maryland exists outside of Baltimore City. This is not a Baltimore-versus-everyone-else issue.** What's more, 63% of all low-income students in Maryland are enrolled in districts with poverty rates of 15% or below. When we fail to disaggregate data, it's easy to assume that poverty is only an issue in some parts of our State and it's just as easy to ignore racial disparities in other data that arise as a consequence. It is also quite tempting to overlook the needs of these students when conversations about massive funding investments, like the one proposed by HB 1300/SB1000 occur.

In Maryland, not a single jurisdiction exists that doesn't have at least one school with at least 40% of students living in concentrated poverty. Income inequality is on the rise, and unless we take advantage of public systems like education now, we will continue to see the negative impacts of living in poverty be exacerbated.

A public system of education which achieves racially equitable outcomes for all students is within Maryland's reach. The only legitimate question in this conversation is: "How do we get there?". The time is now, our children have been waiting for too long already, and every delay is jeopardizing our State's future.

For all the reasons and with all the strengthening suggestions above, ACY is proud to urge a favorable report on this bill.

MCF_FWA_SB1000

Uploaded by: Geddes, Ann

Position: FWA



SB 1000/HB 1300 – The Blueprint for Maryland’s Future

**Senate Budget and Taxation and Education, Health and Environmental Affairs
Committees**

House Appropriations and Ways and Means Committee

February 17, 2020

POSITION: Favorable with Amendments

The Maryland Coalition of Families: Maryland Coalition of Families (MCF) helps families who care for someone with behavioral health needs. Using personal experience as parents, caregivers and other loved ones, our staff provide one-to-one peer support and navigation services to parents and caregivers of young people with mental health issues and to any loved one who cares for someone with a substance use or gambling issue.

-
- 1 in 5 children experience a diagnosable mental health disorder in any given year
 - One-half of all mental health disorders develop in youth before the age of 14
 - Three-quarters of all mental health disorders develop before the age of 24

There is a profound need for behavioral health treatment among children and adolescents, but it is estimated that less than 20% of children with behavioral health disorders receive treatment. Untreated behavioral health disorders in children and youth lead to many poor outcomes, including school failure.

Recognizing the strong link between a student’s behavioral health and their ability to be successful in school, SB 1000/HB 1300 makes a number of recommendations to support the behavioral health of students, including teacher training to identify behavioral health problems in students, universal screening, referral to behavioral health services, and the provision of school-based behavioral health services.

We know that families often don’t know when their child is experiencing a behavioral health problem. They may know that something is wrong, but they don’t recognize the problem as related to behavioral health. Schools are in the best position to identify behavioral health problems in students and work with the family to help them get the services their child needs. In some cases, even after a behavioral health problem has been identified, families are unable to access needed services – transportation issues, the inability to take leave from work, or the needs of other children prevent them from taking their child to appointments. For this reason, the provision of school-based behavioral health services in schools can be a key component to a child’s success.

In order to continue to show the positive outcome that result from the provision of community-partnered school-based behavioral health services and to expand programs,

a uniform outcomes measurement system must be developed and implemented across jurisdictions. Data should be evaluated and reported on to the General Assembly.

Funding is needed to implement the behavioral health recommendations in SB 1000/HB 1300. Existing resources are not enough to successfully carry out these initiatives. For this reason, we ask that the recommendations related to behavioral health be funded at a sufficient level.

We urge a favorable report on SB 1000/HB 1300 with amendments.

Contact: Ann Geddes
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SB1000_Harford County_FWA_Glassman

Uploaded by: Glassman, Barry

Position: FWA



BARRY GLASSMAN

HARFORD COUNTY EXECUTIVE

February 17, 2020

The Honorable Paul Pinsky
Chair, Senate Educational, Health and Environmental Affairs

The Honorable Guy Guzzone
Chair, Senate Budget and Tax

The Honorable Maggie McIntosh
Chair, House Appropriations

The Honorable Anne Kaiser
Chair, House Ways and Means

**RE: HOUSE BILL 1300/SENATE BILL 1000 – BLUEPRINT FOR
MARYLAND’S FUTURE- IMPLEMENTATION - SUPPORT WITH
AMMENDMENTS**

Dear Committee Members:

Harford County is appreciative of the tremendous time and effort invested by the Commission on Innovation and Excellence in addition to your own Department of Legislative Services staff. As a member of the Formula Revision Workgroup, I know many of the funding and programmatic proposals of the Blueprint are some of the most complex in current public policy discourse.

I am in support of the Blueprint’s goals for additional funding and reforms outlined in the Foundation program. Harford County currently invests approximately 50 percent of its local revenue on education. Over my past five years as County Executive, our teachers, central office administrators and all school staff have received raises. This year all teachers will also be caught up on step increases missed during the Great Recession and starting teacher salaries plus benefits in Harford County are among the highest in the State. I appreciate the Bill remaining fairly faithful to the commission’s work and the findings of the formula workgroup. I believe the Bill should also clearly state a goal of having all Maryland jurisdictions contribute at least 40% of their local revenue to education funding in addition to the increases proposed at the State level.

Due to the breadth and scope of the Blueprint plan both fiscal and administrative, I would suggest that the following proposals be considered during your future deliberations:

MARYLAND’S NEW CENTER OF OPPORTUNITY

410.638.3350 | TTY Maryland Relay 711 | www.harfordcountymd.gov

220 South Main Street, Bel Air, Maryland 21014

THIS DOCUMENT IS AVAILABLE IN ALTERNATIVE FORMAT UPON REQUEST

- Begin by piloting the entire Blueprint in Baltimore City for years one through five. And fund the entire pilot for Baltimore City during the next five years.
- Continue efforts to increase salaries consistent with the Blueprint and implement the Career Ladder for Educators through the existing teacher salary incentive program from the Bridge to Kirwan throughout all Maryland jurisdictions, as outlined in the Blueprint.
- Implement the special education recommendations immediately in all 24 jurisdictions.
- Begin to develop a recruitment and training program to develop a teacher candidate pool so the State has enough potential hires for the collaborative phase of the program.
- Develop a detailed plan to evaluate the results of the Baltimore City pilot program related to cost, performance, and results, and make adjustments prior to implementing the Blueprint plan statewide in year six.

This approach would allow us to pilot this program in Baltimore City and to test its various elements across the Foundation program and evaluate it at the end of five years. In the meantime it would allow all Maryland jurisdictions to move ahead with the Commission's salary increase recommendations, career ladder and development program so that we meet salary goals in advance of rolling out the Blueprint statewide in year six.

I realize that these ideas are somewhat out of the box, but I do believe that they would not only make this effort more affordable for the State, but would also give local jurisdictions an opportunity to gear up for a full implementation in year six.

Thank you for allowing me to share my thoughts today and for all of your work regarding this generational initiative. I would be glad to provide any additional information at a later date.

With every good wish, I remain

Very truly yours,



Barry Glassman
Harford County Executive

BG/tmw

BHSB_FWA_SB1000

Uploaded by: Jefferson, Stacey

Position: FWA



February 17, 2020

**Senate Education Health and Environmental Affairs Committees
House Ways and Means and Appropriations Committees**

**TESTIMONY IN SUPPORT with AMENDMENT OF SB 1000/HB 1300- The Blueprint for Maryland's
Future-Implementation**

Behavioral Health System Baltimore (BHSB) a nonprofit organization that serves as the local behavioral health authority (LBHA) for Baltimore City. BHSB works to increase access to a full range of quality behavioral health (mental health and substance use) services and advocates for innovative approaches to prevention, early intervention, treatment and recovery for individuals, families, and communities. **Baltimore City represents nearly 35 percent of the public behavioral health system in Maryland, serving nearly 75,000 people with mental illness and substance use disorders (collectively referred to as "behavioral health") annually.**

Behavioral Health System Baltimore is in support of SB 1000/HB 1300 The Blueprint for Maryland's Future-Implementation. This bill establishes The Blueprint for Maryland's Future as State education policy, based on the recommendations of the Commission on Innovation and Excellence in Education

Mental illness and substance use among children are important behavioral health issues that significantly impact children, families, and communities. Behavioral health conditions children and youth experience can tie into major problems found in schools such as chronic absence, low achievement, disruptive behavior and dropping out. Early intervention and access to behavioral health services in Maryland schools will provide students with the resources needed to achieve academic success.

As a member of the Maryland Children's Behavioral Health Coalition (CBHC), we are pleased at the increased attention being paid to the behavioral health needs of Maryland schoolchildren. In 2018, the CBHC developed and presented a series of recommendations to the Commission on Innovation and Excellence in Education highlighting the connection between increased school behavioral health supports and improved student outcomes, which included increased training for school personnel, the scaling of school behavioral health services in all jurisdictions, systematic screening and identification of student needs and a statewide system of accountability and outcome measurements. The Commission adopted the recommendations in the 2019 January Interim Report.

BHSB is appreciative of the inclusion of the recommendations in the bill. We urge full funding of the provisions to increase behavioral health supports and also request that accountability and data collection be part of the bill.

As the legislature works to fund strategies recommended in the Kirwan report, we must remember that education only works if children are healthy enough to learn. As such, **BHSB urges a favorable report with amendment on SB 1000 and HB 1300**

MDA_GarrettODay_FWA_SB1000

Uploaded by: O'DAY, GARRETT

Position: FWA



ARCHDIOCESE OF BALTIMORE † ARCHDIOCESE OF WASHINGTON † DIOCESE OF WILMINGTON

February 17, 2020

SB 1000 & HB 1300

Blueprint for Maryland's Future – Implementation (Policy Area One - Prekindergarten)

**House Ways & Means Committee / House Appropriations Committee
Senate Budget & Taxation Committee / Senate Education, Health & Environmental Affairs
Committees**

Position: SUPPORT w/ Amendments

The Maryland Catholic Conference has offered separate testimony in SUPPORT of the Blueprint for Maryland's Future legislation as a whole. Specifically, the Conference offers this testimony in SUPPORT of prekindergarten expansion in the Blueprint for Maryland's Future. The Conference represents the three (arch)dioceses serving Maryland, the Archdioceses of Baltimore and Washington and the Diocese of Wilmington, which together encompass over one million Marylanders. There are approximately 50,000 students served by over 150 PreK-12 Catholic schools in Maryland.

Mixed delivery prekindergarten expansion is not a new concept to the state of Maryland. It has been a successful model of delivery in Maryland since 2014 and has provided a model for quality prekindergarten access in other states, as well. When the General Assembly passed the Prekindergarten Expansion Act of 2014, it was acknowledged that Maryland would not be able to achieve a robust expansion of prekindergarten services to Maryland's children without the participation of private providers.

Since the beginning in Maryland, Catholic providers have participated in that expansion, winning competitive grant bids for programs to provide prekindergarten to four-year-old children whose family income is 300% of the federal poverty level (FPL) or lower. Catholic schools and other providers have the capacity to offer high quality seats at our programs and stand at the ready to partner with the state of Maryland in advancing the educational vision of the Kirwan Commission through the Blueprint for Maryland's Future legislation.

All three of (arch)dioceses serving Maryland have a strong commitment to education and recognize the important role that kindergarten-readiness plays in a child's educational development. Within the State of Maryland, there are approximately 120 prekindergarten programs in Catholic schools or parishes, in addition to Headstart programs. Nearly all are accredited by an accrediting agency recognized by MSDE and a vast majority of them employ state-certified prekindergarten teachers.

Through input from high quality Catholic prekindergarten providers and in conjunction with a coalition of largest provider associations, we offer the attached amendments that will hone the framework laid by SB 1000 / HB 1300 to provide a world-class system of mixed delivery for Maryland's three and four-year-old children.



ARCHDIOCESE OF BALTIMORE † ARCHDIOCESE OF WASHINGTON † DIOCESE OF WILMINGTON

Proposed Amendments to SB 1000 & HB 1300

Blueprint for Maryland's Future – Implementation (Policy Area One - Prekindergarten)

AMENDMENT No. 1

On page 128, line 17, after “(A)” insert:

“(1) SUBJECT TO THE REQUIRMENTS OF PARAGRAPH (2) AND (3) OF THIS SUBSECTION,”;

AMENDMENT No. 2

On page 128, line 18, insert:

“(2) A COUNTY MAKING A REQUEST UNDER SUBSECTION (A) SHALL HAVE THE BURDEN OF DEMONSTRATING THE LACK OF AVAILABLE PREKINDERGARTEN SLOTS IN ELIGIBLE PRIVATE PROVIDER PREKINDERGARTEN PROGRAMS.”

(3) IN PRIORITIZING PUBLIC SCHOOL CONTRUCTION REQUESTS, THE STATE SHALL CONSIDER WHETHER:

(I) A WAIVER UNDER 7-1A-03 OF THIS SUBTITLE HAS BEEN REQUESTED BY THE COUNTY; AND

(II) THE COUNTY HAS MET THE BURDEN OF DEMONSTRATING THE LACK OF AVAILABLE PREKINDERGARTEN SLOTS IN ELIGIBLE PRIVATE PROVIDER PROGRAMS IN THAT COUNTY FOR A CHILD TO ATTEND A PREKINDERGARTEN PROGRAM”

AMENDMENT No. 3

On page 128, line 19, after “(B)”, insert:

“AFTER DEMONSTRATING TO THE DEPARTMENT A LACK OF AVAILABLE PREKINDERGARTEN SLOTS IN ELIGIBLE PRIVATE PROVIDER PREKINDERGARTEN PROGRAMS,”

AMENDMENT No. 4

On page 42, line 20, after “ARTICLE”, insert:

“AND REGULATIONS ADOPTED BY THE DEPARTMENT AFTER JULY 1, 2020”

Amendment No. 5:

On page 43, line 1, strike: “~~EACH COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Amendment No. 6:

On page 43, line 3, strike: “~~COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Amendment No. 7:

On page 43, line 4, strike: “~~COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Amendment No. 8:

On page 43, line 19, strike: “~~EACH COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Amendment No. 9:

On page 43, line 20, strike: “~~EACH COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Amendment No. 10:

On page 43, line 23, strike: “~~COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Amendment No. 11:

On page 43, line 24, strike: “~~COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Amendment No. 12:

On page 43, line 24, strike: “2026” and insert: “2023”

Amendment No. 13:

On page 43, line 28, strike: “2026” and insert: “2023”

Amendment No. 14:

On page 123, strike in its entirety lines 10 – 33 and on page 124, strike in its entirety lines 1-5 and insert:

“(A) (1) THE DEPARTMENT SHALL ACHIEVE AN EQUITABLE MIXED DELIVERY OF PREKINDERGARTEN SLOTS ALLOCATED TO ELIGIBLE PUBLIC PROVIDERS AND ELIGIBLE PRIVATE PROVIDERS:

- (1) BY SETTING A GOAL OF AT LEAST 30% OF PREKINDERGARTEN SLOTS ALLOCATED TO ELIGIBLE PRIVATE PROVIDERS BEGINNING IN FISCAL YEAR 2021; AND,
- (2) BY SETTING A GOAL OF AT LEAST 50% OF PREKINDERGARTEN SLOTS ALLOCATED TO ELIGIBLE PRIVATE PROVIDERS BEGINNING IN FISCAL YEAR 2025 AND FOR ALL FISCAL YEARS THEREAFTER.”

Amendment No. 15:

On page 124, on line 15, strike beginning with “~~RESIDENCY THROUGH THE MARYLAND APPROVED ALTERNATIVE PREPARATION PROGRAM~~” and substitute “CERTIFICATION THROUGH THE MARYLAND APPROVED ALTERNATIVE PREPARATION PROGRAM OR CERTIFICATION APPROVED BY THE DEPARTMENT.”

Amendment No. 16:

On page 124, line 18, before “TEACHING ASSISTANTS”, insert: “BEGINNING IN FISCAL YEAR 2026,”

Amendment No. 17:

On page 126, line 14, before “EXPLICITLY”, insert: “NON-INCIDENTAL,”

Amendment No. 18:

On page 126, line 17, strike: “~~AND LOCATION~~”

Amendment No. 19:

On page 127, line 4, before “SHALL”, insert: “UPON A FINDING OF ACTUAL DISCRIMINATION, AFTER REVIEW BY THE DEPARTMENT AND AN ADMINSTRATIVE HEARING ON THE MANNER,”

MDA_HOLLY BERRY_FWA_SB1000

Uploaded by: O'DAY, GARRETT

Position: FWA

Berry Patch Early Learning Center, LLC

4510 Lower Beckleysville Road, Suite O

Hampstead, Maryland 21074

410.374.3501

MSDE OCC License # 154426

February 14, 2020

Chairs Kaiser, McIntosh, Guzzone and Pinsky and distinguished committee members:

My name is Holly Berry and I am the owner and operator of Berry Patch Early Learning Center, LLC in Hampstead, Maryland. As a small business owner in your district I want you to know how the Kirwan Commission's recommendations for universal Pre-Kindergarten for all four-year year-old children and low income three-year-old children will impact/devastate my childcare/early learning center and surrounding centers. My center is located off the traffic circle of Lower Beckleysville Road and Black Rock Road, in commuter central for all jobs in Baltimore City, Baltimore and Harford Counties, and heading south off the bypass and 795 to Howard and Anne Arundel Counties. This location provides us a population of middle class to upper middle-class families and few low-income families. Berry Patch ELC is open Monday through Friday from 6:30am to 6:pm. We are currently licensed for 98 children and have 18 full time staff and 2 part time staff. Our population is:

Infant 1 classroom, 6 weeks -7/8 months	6 babies
Infant 2, 7/8 months – 15/18 months	6 babies
Toddler Room, 15/18 months – 24 months	9 toddlers
Two Year Old Room,	11 children
Three Year Old Room,	10 children
Transitional Four's Room	9 children
Pre-Kindergarten Room	12 children – this room is licensed for 17, we chose to have 12 this year as it is a new room.
Before/After Care Elementary School Room	30 children

Teacher demographics:

- 5 Staff with bachelor's degrees in Education or Psychology
- 3 Staff with AA degree in Early Childhood Education or Social Work
- 6 Staff working on AA degrees, 2 graduating in May 2020
- 3 Staff who do not have college but hold MSDE Credentials at a level 3 or higher
- 2 Staff who are assistants and hold the basic trainings

Cost breakdowns per MSDE Office of Child Care required ratios:

Infant and Toddler Rooms (ages 6 weeks to 24 months) Ratio 1:3 We have a total of 18 children some are 4 days. \$255 for 5 days and \$240 for 4 days. Average income if all rooms are full \$4515 payroll is \$4500 leaving a profit of \$15. This is a payroll of \$14.50 per hour for 7 fulltime teachers and 1 \$11.00 fulltime assistant. Yes, this is correct \$15 is our profit. Most childcare centers do not make money on this younger population due to the 1:3 teacher to child ratio.

Our two, three's, transitional fours, Prek and elementary school carry the burden of financing the infant and toddler rooms. The benefit of having these rooms is the ability to ensure enrollment of two-year old's and to keep families together in one location, one community. If we lost our two four-year-old classrooms and part of our three year old class Berry Patch would need to drastically downsize our staff and double our infant and toddler rates to maintain our lease agreement, fixed and variable daily, weekly, monthly, and annual costs. In short, Berry Patch ELC will need an exit plan to close its doors.

Berry Patch has been undergoing MSDE Accreditation in hopes that our early learning center would be eligible to become a universal Pre-Kindergarten classroom, but I am uneasy with any promises from MSDE and feel that MSDE and our local school system will shut us out. Berry Patch is not eligible for any state funds or grants due to our lack of low-income children; we have a large population of average middle-class families hard working families. We do not meet the criteria for the PreK Expansion Grant or the new Variations and Implementations of Quality Interventions (VIQI) since we do not have a population of 40-50% of low-income students. We do meet the criteria in every other aspect. Our local

population, despite local schoolboards numbers does not understand our community and that is growing by leaps and bounds and that there are not enough infant and toddler openings, and with Kirwan pushing our little ones into large public schools infant and toddler rates will double as we renovate our classrooms to hold more babies and toddlers.

Another concern is the lack of requirements for the public school system and its employees versus early childhood education centers. An early childhood teacher must be fingerprinted, and background checked, complete a Release of Information form every two years, complete a medical screening and tuberculosis test before starting employment and then repeated every five years at the employer or employees cost, maintain 12-24 hours of annual continuing education, again at the employer or employees expense (no MSDE reimbursement like for CCPS), Basic Health and Safety course with annual refresher, Americans with Disability training before employment, and most importantly the staff must have early childhood child development and curriculum training. To be MSDE Accredited or NAEYC accredited the lead staff must be a credential level 5 or 6; preferably holding college degrees in early childhood education. At the elementary school level will the staff be required to follow the Office of Child Care's employment regulations? If not, why? If the answer is they don't need to do this, again why? What makes the public-school system elite from these regulations that are in place to protect our young children?

MSDE Office of Child Care has burdened the early childhood industry with more training, higher education demands, more policies, regulations, forms (which we now have to print), and mandates. Why is this all-in place? It's in place so that early childhood educators can provide the best early childhood services to their families; yes families, not just the child but the mother, father, guardian, grandparents, siblings, and other extended family and non-family. We are well trained, well educated, and overly prepared for our jobs. Why did Maryland spend all this time and energy on us to begin to sweep us away and tell us that our roles in society are now not needed? My understanding is that Maryland created these standards to help children and families become better prepared for elementary school, to have the

educational and social and emotional experiences to be success lifelong learners. We are and have been doing this, so why quit now? What we need is a support system that fosters financially healthy families, like the sliding scale for Maryland Child Care Scholarship Fund. More money needs to go into this fund and less on studies and less on new programs and most certainly less on coming up with more things that the early childhood industry needs to do like developmental screenings (let's leave that to the physicians).

My next and most important concern is the impact that this Commission has failed to address; the disruption to the families, their environment, their before and after school childcare needs, splitting their young children between two locations with different starting times, riding a big school without seatbelts but we continue to encourage care seat and booster seat use until late elementary/ early middle school, and taking away the community that has been built between he families and us. I started my early learning center to foster the not only the intellectual growth of a child, but their social and emotional growth as well. We also nurture the whole child and their parents; parenting is hard and as early childhood educators we are well educated on how to assist parents and the family as a whole. Our families appreciate our communication throughout the day. They love our family friendly classrooms, our family events, the fieldtrips and celebration parties. They love feeling that they belong.

My families have my personal cell phone number and they know they call me if they have a question. I answer emails up to 10 pm, because if it was important for the parent to send at 8 pm, then it is important for me to reply. My office door is always open, I am physically at work everyday, yes everyday just like a principal. I call myself the "plan B" teacher, if I am needed for a messy project, an ill teacher, or an additional person is needed, I am there. My work is my life, it is what makes me happy, I have now watched children graduate from high school, past children are not seeking jobs or volunteer service hours with us. I bump into former families and years later they still miss us. We are imbedded in our community, we do not want to be pushed out because a group of adults who do not sit on the floor every day and have pretend tea, or race cars, play with puzzles, make beautiful messy art, go on walking adventures, and much more have decided that we are unimportant, invaluable, and not qualified to

educate our youngest of learners. In May 2020 at the age of 52 I am graduating with an Early Childhood Education degree. I have pursued this degree to ensure that my business, the amazing teachers, and our community have a solid, safe, nurturing, and educational environment for their families. I sacrificed my personal time, my family's time, and my work time so that business would be successful for many generations to come.

I am begging the Kirwan Commission to not take all this away from 98 children, 196 active parents, 156 active grandparents, 20 teachers and staff and their families, and 14 assisted living residents that we visit. Please don't shut us out of our community, we volunteer, we hold food drives, we donate to needy programs, we make food for the men's shelter, we host stem, literacy, and math nights, we are part of our community and we need the Kirwan Commission to understand the value our private early childhood education centers contribute to health and wellbeing of the child, their family, and the community.

Sincerely,

Holly Berry

Owner/Operator

**Impact of losing 3 and 4 year old's on Community Providers
Survey of 140 Small Businesses**

How would losing 3-4 year old's to the public schools impact your business?

Our program would suffer greatly with most likely prospect of closing.

We would loose more than half of our enrollment and more than likely have to close our doors. Our 2s program isn't big enough to sustain us. 90% of my staff would be out of a job.

We would close! That age group is our primary target. Other age groups do not financially support the program.

Losing 3 and 4 year olds would place a great strain on our program as it would make it difficult for parents who have younger children to manage having children enrolled in different programs. It would require me to increase the cost of my care for children younger than 3 & 4 years old in order to maintain the quality of care that we provide. Additionally, In an industry where we are already struggling to find quality employees; it would require me to hire twice the amount of staff than what I'm already required to have since the ratios for my remaining age groups are higher.

That age group makes up a large percentage of my enrollment. If I were to lose that, it would significantly impact my business and the jobs I have for my teachers. It would affect the siblings that attend my center as well. I would have to lay-off employees even though everyone is hard working and deserves to be here. Additionally, losing those age groups would affect me financially because they are the largest ratio groups. My center has many sibling sets and families appreciate their children being in the same center. We also would be limited with the number of students we could she which directly affects finances and employment.

Our child care business depends on our 3 and 4 year old classes to stay solvent financially. If we lose our preschool children to the public school system, and we will if this bill passes our business will fail and multitudes of infants, toddlers and two's will not be able to find quality care. We employ over 200 staff who would be left jobless. If we truly want to offer a preschool experience for all preschool children the government should offer vouchers to the families of preschool children who attend quality, accredited child care centers. Research already shows that these centers prepare children for school better than the public school system.

I'd lose significant profit. Infants and toddlers are a loss, but an investment to make a profit when they're older. Losing them means considering closing and taking away quality care for my area.

It would create a huge gap in my program. We currently have a 3 year old room and a 4 year old room. I have already felt the impacts on my 4 year old classroom. Losing a 3-4 year old classrooms would put 6 people out of a job, and here on the eastern shore, it's already a struggle to find quality, qualified staff.

We would loose over half of our families, putting at least six teachers out of jobs as well.

I would not be able to sustain my business.

I would lose about half of my capacity at my school.

It would completely shut it down! We are a christian program solely for 3 and 4 year old children! We have been open for 38 years and have ministered to over 4000 families! The passing of this bill would be devastating!!

We are an MSDE accredited private, nonprofit preschool. We've worked hard over the years to provide high-quality early childhood education to child ages 3-5 in our community, and we've sought out and trained a dedicated staff to do so. Each year our program reaches full capacity and has a waitlist. However, our entire program is comprised of children ages 3-5. If we lost those children to public schools, it would end our business and put our entire staff out of work.

We would not be able to stay open. We only have children from 2-4 in the program.

Our daycare/preschool currently houses 130 students. Roughly half of that is our 3's, 4's and late birthday 5's. Due to demand, we will open a third fours class this fall.

We would lose half of our students if this plan went into action. The loss of jobs would be tremendous to our staff. Some of our teachers have taught with us for 15 and 20+ years. These are dedicated teachers to early education.

For smaller centers this will mean they will have to evaluate if they can afford to stay even remain open.

Even if we decided to open more infant rooms or twos rooms there would be an expense. We would all be forced to turn a preschool room to an infant room and that comes with addition expenses that are costly. It should also be noted the income is higher in a room of 17 preschoolers then in a class of 6 infants. The teacher to child ratios are very different. So changing them over would not in any way help us even break even.

It would be catastrophic to our business financially. We would be forced to make drastic changes to consolidate portions of our program and eliminate staff. As we consolidate classes where possible, it wii i you'd be likely that we would need raise tuition for remaining children in order to meet that salaries of our staff as we work to stay ahead of the minimum wage increase.

That age group is our livelihood! It would shut us down!

We would lose about 80% of the children at our school/center

We would be forced to close our doors after providing quality child care to the Greenbelt, MD community for almost 20 years. We are licensed for 43 children and if we lose 20 children to public programs we couldn't operate. The community would also lose valuable infant child care spaces with the closing of our doors. Is it really in the best interest of 3 and 4 year olds to attend large public prorams?

Would eliminate business as revenue would decrease and would have empty classrooms that could not be filled with 0-2 years old but would still need to pay rent on those rooms

It would put us out of business!!

Yes

Our small program ONLY serves 3 and year old children. We are an Accredited program with an EXCELS level 5. This is a quality program that families seek out for their young children based on our flexible schedules- full time (7am-6pm) and part time as well as the highly trained and dedicated staff. We would not be able operate if 3 and 4 year olds were shifted to public schools.

We'll be closed down since we can't solely operate with infants and toddlers

We would lose over half of our capacity of children, revenue and lose 6 staff members

Out of my licensed space of 55 kids, 3-4 year olds make up 30 spaces which are always full. That's more than 1/2 of my enrolled children at any given time. Losing them to a public setting would close my business.

Preschool programs will close and tuition for infants and toddlers will have to increase. We will have to implement layoffs.

We will have to close. Our model serving infants, toddlers and twos barely works now. Losing 3 & 4 year olds means we will not be able to have a sustainable business.

We would loose half our center and most likely have to close down.

We are an MSDE approved non-public preschool and also provide before and after care for school-age children. Currently, there are 20 school-age enrolled and over 40 preschoolers ranging from 2 to 5 years of age. We often have more teachers on site than required because we believe in quality rather than making that extra buck.

If 3 and 4 year olds began attending public schools only, then we would have to close down. Several teachers would have to find an alternate career and at their age, it would be extremely difficult. As it is now, they come to work because they love what they do and where they do it.

The children thrive with us. We keep our ratios just right so we can fully meet their needs. Instead of taking them out of programs that are qualified, maybe consider investing in them. Instead of adding more classrooms at schools and more teachers, maybe consider using classrooms and teachers that are already available and qualified.

I'm a small center of 60 children. 33 spots are just my 3&4 class. I would have to change to an infant toddler center only.

My program is for children from age 2-school age. If we lost 2 and 3 year olds it would greatly impact my program. The building where we are doesn't have access to water in two classrooms so it would be a great expense to get water to that area in order to accommodate infants and toddlers. My licensing specialist has already told me that they will not allow a portable water table to be used, so I need to incur tens of thousands of dollars of construction work in order to have younger children. I was in the process of preparing to not have 4 year olds, but to now also not have 3 year olds impacts the program even more significantly.

Our school serves students from 2 years old through eighth grade. If we lost 3 and 4 year olds to the public school system, it would lead to collapse of the K-8 program. Our kindergarten class is filled 75-95% with students moving up from our preschool program. As it is, we have families register for our program and then leave when they get a spot in the public schools. We then have difficulty filling the empty slot because other families have found other programs.

I work in a small center in Baltimore County. If we were to lose 3-4 year olds to the public school system it would shut our center down. If we shut down what happens to the children that need care because parents have to work. You can't keep taking children and putting them in the school system younger and younger. The schools are already overcrowded. We have watched local schools combine pre k programs because enrollment in them was low or they did not have the space for the children. The entrance birth date keeps getting adjusted so they can enter kindergarten earlier. WHY? What purpose will this serve except to increase the unemployment rate among the child care industry. We have regulations and standards that we have to meet, but the school system does not. We have yearly inspections that the school system does not.

We already compete with the schools for our 4-5 year old children. Our school age program has diminished as well. We struggle with full time enrollment as we have lost children entering the half day pre k program. Some of those children might enroll half day with us because parents still need child care, but not many. Having children enrolled for half day care means we have to employ additional staff to be able to meet bus schedules, however we lose money because of reduced tuition. It is difficult enough having to find qualified staff, but losing these children reduces our income thus struggling to meet our daily expenses. We lose qualified staff because we can't pay them enough.

We have 4 classrooms, 2 of those classrooms are currently 3-4 year olds. The teachers work very hard to prepare them for the school system. They are not just a babysitter, they prepare lessons and age appropriate activities to engage the children, they have mandatory trainings to take, forever changing regulations to keep up with. Each staff member has a been to college, they have years of experience among them. The staff is sometimes overworked but have a love for these children, the teachers have been with for us over 30 years. It would have a tremendous impact on those staff as they would no longer have a job - we are a non profit center so they are also not eligible for unemployment.

It would impact not only jobs for staff but a lost in a great portion of childcare income. 3-4 make up a huge part of the program because those rooms are larger capacity and usually are full. Parents hesitate to enroll children in children while they are young. 3-4 years old is the age that parents are comfortable enrolling their kids because they can communicate better if mom n dad had concerns. I also think that at this young age children will need a smaller setting and less stringent routine. Childcare helps small children prepare for the school years ahead. Throwing them into such a quick pace regimen will more than likely have them showing resistance. Our teacher provide that one on one care and nurture our 3-4 years old need during those tender years of age. We hire and continue to education our staff on providing this care for these children . Our business would take a hard hit hard by this bill and greatly impacted negatively.

Yes we would close

We would not be able to afford to run, our infant and toddler programs. These classes financially support the high ratios required for infants and toddlers.

It would close my center.

It would close my center.

Would greatly impact our business and our staffing. Would lose 50% of business income

Removing 3 and 4 year olds from child care would have a major negative impact on every child care center. The ratios allow for child care centers to have a good profit. It would also have a negative impact on the children.

Losing 3-4 year old to public schools would cut my business in half. We would have to dramatically reorganize our business, curriculum and staff or close our doors.

If 3 & 4 year olds were absorbed into the public school system, we would have 5 teachers & 2 aides unemployed. In addition, tuition for an infant would need to increase to over \$500/week or \$26,000 a year for our program to simply break even and maintain a high quality program.

In addition to the economics, parents will be forced to seek after school care for their 3&4 yo which becomes a transportation concern with these young babies on buses with 12 year olds. Since public bus service isn't available to private schools, we would need to purchase a suitable vehicle which may not be feasible due to the lack of funds being received with an aftercare only program; in addition hiring staff is challenging for a full-time program, one can only imagine the nightmare of hiring staff for a part-time split program. There aren't many employees interested in a 6 hour break each day!

Parents also must then pick up their young children from different locations regardless of weather - snow, sleet, rain... needing to drag one young child in the cold, wet weather while picking up another or forcing them to violate laws and leave a young child in the vehicle while retrieving the other.

Our program would ultimately close due to the lack of enrollment due to the exorbitant pricing necessary to pay staff even at Maryland's minimum wage; and should staff receive higher credentials as recommended by Kirwan we certainly wouldn't be able to pay commiserate with their education.

We urge you to partner with community programs for early childhood education who are already providing quality education with proven results.

We would lose 75 percent of our enrollment - and our degree teachers. Operating an infants, toddlers and twos program is too cost prohibitive. No doubt about it: the program, which has been in continuous operation for 65 years, would close.

Lose the profitable age group

our center offers care for children 18 months and up. The loss of 3-4 yo would shut down two-thirds of our business and eventually force the close of our school.

My enrollment is already low due to full day pre-k programs started this year. This has made me have to increase tuition even more in order to cover salaries for minimum wage increases. If numbers continue to drop we may be forced to close despite offering a high quality program that has successfully prepared children for kindergarten. There are some parents that will choose to stay with us but for other families we can't compete with free.

My business would have a significant loss of income. Even more devastating, teachers who love what they do would lose their jobs.

We would no longer be able to remain in business. Almost no profit is obtained from infants and toddlers, and there wouldn't be funds left to run the school/pay employees, etc.

We would be impacted significantly for the lower income group families

Do to the loss of income, my Center would have to close, putting nine people out of work.

I have a preschool with children ages 2-5. If i lose 3-4 year olds, i would have to lay off employees and possibly close the school.

As a Baltimore city provider in the inner city ,I already lose my 4 year olds to pre-k every September.My preschool room (3's and 4's) is only half full during a good enrollment period. Losing my 3 year olds

would leave me with a center for infants/toddlers and 2's. Although I'm licensed for 40 children my center has hovered around 30 enrolled for many years due to almost no 4 year olds.

I may have to rethink staying in the childcare business as it is difficult to budget with only infants and 2 year olds. Staff child ratios are higher for these age groups and Baltimore city voucher payments don't keep up with my tuition rates. Adding on extra fees for my parents to try to make up the difference presents a hardship on my parents and when I do this I lose even more children and families.

We would have to close down. Our profits come from the older children. We could not afford to staff open. We have been open for 50 years.

Huge impact. Currently we serve more than 80 two, three and four year olds in midtown Baltimore City. If universal pre-K for 3s and 4s is coming, we would be interested in a public plan that would partner with private centers in serving 3s and 4s, allowing us to stay in business while also serving the public need for more spots for the age group. If the only option under consideration is sending all 3s and 4s to public schools, we could go out of business since we'd lose 2/3 of our students to the free option. Our center is in an historic building that cannot be retro-fitted to serve infants and toddlers.

My center is based in a small community that employs eight full time teachers. If three and four year olds are placed in public schools - this will dramatically decrease our business to the point that we will have to close our doors. This will make us nonexistent in our community and will not only be detrimental to my family but to our community as a whole. Public school officials and other legislators need to stop trying to rush children and stop trying to put us childcare providers out of business.

3 and 4 years olds make up half of my enrollment. If I lost that enrollment, I would lose my business and have no way to provide for my family.

We will lose a lot of staff and income from families. Also, children need more play time not school environment.

I shudder to think of the impact this will have on three year olds! What is the plan for the three year old who is still working on potty training? Will there be age appropriate curriculum, materials, and activities? Or will they be required to sit at desks doing paperwork and testing? Our public schools are having a hard time getting it right for the children and families they presently serve. How can they add 3 year olds and promise families they'll do better than our childcare center and family based programs?

I would lose 50% of my enrollment and revenue. Thus having to fire an excellent group of educators in one location and possibly having to close my other location

It would be devastating!!!! We would have to shut down.

Losing our 3 and 4 year olds would be financially detrimental for our business, as their enrollment makes up the majority of our programs and it is the tuition vs. expense ratio of this part of the program that offsets the much higher expenses of offering care to the infants and toddlers. Without the preschoolers (3 and 4 yr) our expense/ budget ratio would be effected dramatically making it impossible to continue as a business; which would result in a loss of infant and toddler spaces that are already difficult to find and desperately needed by parents in order to be able to work. Losing the preschool part of the program has an impact far greater than just our capacity they are a huge part of our revenue that makes offering services for the other age groups possible. Families need more than 9-3 care for children of all ages and that simply will become increasingly difficult to find for any age if we lose our preschoolers as financially it will be extremely difficult for our centers survive. It would force us to have to increase the cost of care for other areas of the program in order to try and compensate and we all know that parents struggle to budget for the high costs of care as it is. Many infant and toddler parents are already paying the equivalent of monthly housing costs or more in tuition and are struggling to find reliable, high quality, licensed care because of the costs. Through conversations with parents it is clear tuition increases for the school age children in many cases would also put families in a situation of having to choose if quality care for their school age children is worth the cost and will result in many more children going home unattended afterschool as opposed to being in a licensed after school care program. This impacts the community as the lack of supervision and structure has been shown in the actions and choices that groups of unsupervised children make when it comes to the use of their time before their guardians come home. It also results in parents being less productive at work because it is incredibly difficult to focus

when you are worried about your child, policing home cameras and social media or feeling the need to constantly check on your child to ensure their safety in an increasingly dangerous world. There is no doubt that transitioning these ages to the school system have impacts for all parts of the community and would leave a number of hard working caring individuals out of work. These teachers have worked hard to continually meet and exceed the education and training requirements that MSDE continues to put in front of them. They have built an amazing yet specific skill set and are not typically qualified to accept teaching positions with equivalent pay and benefits in the public school system. These teachers would quickly be out of work and without the high cost of returning to college complete a degree would be left with an incredible skill set that is of no use to them and would be starting over in a new field. All those years of financial expenses to stay educated and qualified for nothing, just having to start a square one in a new industry. I feel that MSDE has not given enough thought to the the over arching effects that transitioning the preschool aged children to public school programs would have on the communities at large. I hope that the legislature takes time to truly look at how this type of change would affect parents, providers, care givers, business owners (of all types) and families in the community before embarking on this process as I feel that the impact will be far greater than they have predicted or considered.

We would lose over half of our income!!!

Our business would have to close due to loss of profits

It would impact our center in such a negative way. The 3's and 4's make up majority of our enrollment. The teacher would be out of jobs resulting in a potential closure of the center.

My business would loss revenue of 468,000 a year. Also, many of my teachers and assistants would be out of a job. These teachers have invested years of money and education to work in childcare. The state should look it to investing in quality childcare centers instead and funding 3/4 year programs through childcare centers. It would be easier and less expensive for the state to invest in centers.

GREATLY! 3 and 4 year olds make up roughly 50% of our enrollment. Without 3 and 4 year olds, my program would not be able to keep the doors open...

Due to teacher to child ratios, our older classrooms are the only ones that make enough profit to be able to supply learning materials, classroom improvements, teacher incentives and continuing education funds, etc. Younger age groups, such as infants and toddlers, need at least one full time Lead qualified teacher for every 3 children. Unless our rates increase to \$600+ per week for infants and toddlers, it is not sustainable. If we did increase our rates to \$600+ per week, there would be very few parents who could afford care. Look to what is happening in Washington DC where public Pre-K has taken effect. Early learning centers have closed in drives for these reasons and they are now scrambling to find centers so parents with infants and toddlers can actually work. So this will also effect the job market and local economy.

We would close our doors as our 3's and 4's are 99% of our business! We are the only small, church run center in our area. Many families rely on us to provide an education as well as an opportunity to know Jesus.

We would have to close!!

We are a church sponsored Pre-school, which serves 3 & 4 yr. olds. As the county has already started to offer more pre-k spots in our area, our enrollment this year is down. Last year, we offered 1 Tot class and 2 Pre-k classes. This year we have 1 of each. We understand what the Kirwan Bill is trying to accomplish, and we do support it, but the impact on private childcare providers will be substantial. We are already discussing what changes we need to make in the near future in order to continue our Church based Ministry of reaching children and families for Christ. Those whose livelihood depends on this age group will struggle or possibly be forced to close. Is there a way for Kirwan to work with providers, since they are a resource of facility, staff, and children already in operation?

Very likely it would shut us down. We can't survive on infant and toddlers alone due to the licensing regulations with ratios. And not only my own place where I work, but this would also affect quality education over all and limit school choice!

we would either have to close or become an all infant center

It would greatly impact our center, we would lose many children, causing "before and after" problems for parents, children then are pushed into the system too early, not giving children a chance to be children, we need 3-4 year olds in our center to continue to stay alive, to continue to thrive, to continue to grow in the community

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My business (3- and 4- year-old preschool) would close.

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While it would be bad for my business, I am not against it, because I support universal Pre-K in Maryland. As an early childhood educator, I believe that all children in our state, regardless of income, deserve access to high quality early childhood education.

It would destroy our schools and put us out of business

In a world where 3s and 4s only need before and after school care, I would still need to charge the same rate I charge for a full day of care. Because, while I would be cutting employees hours and laying teachers off, I would need to purchase another bus, or two, to meet this need. If there even is a need. And if there is not a need, that is great for parents of a 4 year old. Until they have a baby. Because now, I have laid off teachers and closed classrooms, but in order to pay my mortgage and employee benefits, I have almost doubled my infant tuition to \$700 per week, and my 2s tuition would be \$600 per week. Parents are not going to pay this. One parent will stop working, decreasing revenue from income taxes for the state and federal government. And then my doors will close, adding to the deficit of income taxes, and raising the unemployment rate.

In a world where parents are given the choice to keep their children in my care for a full day, nothing changes for my business, or my expanding families.

Minimum wage has increased and we didn't have to raise our tuition. However, if we lost the greatest source of revenue, our 3s and 4s then our tuition would have to increase substantially to be able to pay our teachers a living wage. Our parents already pay over \$2,000 a month for infant care. We are an accredited school and have a long wait list. It is already a huge investment to pay that much but I shouldn't have to ask them to pay more. And I can't just turn my three year old rooms into infant rooms. Three year old rooms can hold up to 20 children, 4s can hold 24. Infants can hold 6..... see the difference in revenue.... My teachers have their bachelor's degrees, and CDAs. They are highly qualified and should be paid as such. Our programming is high among the nation and we have very high health and safety standards, better than public schools (I came from a long career in public schools).

This would take a lot of our income away from us. Staffing would become an issue. We would need to have before and after care for them and make room on days off of school and summer. We would not be able to fill those rooms with 2s or infants considering we would still need to make room for them.

Our numbers are already low due to most children in my area attending the full day Pre-k. We would have to end up closing down another classroom. It would be difficult to transport due to the added cost of extra staff member on van and purchasing extra car seats

It has always been part of culture and environment. It would be a disappointment to our childcare systems. I do not like it

Significantly- that is 75% of my business

This would be a huge impact on my program we house 80 preschoolers daily.

Significantly- that is 75% of my business

Public PreK can't even meet the accreditation standards that we private centers do, it is completely inappropriate to extend that to 3's as well.

It would likely put us out of business as that makes up the bulk of our preschool program.

Our school would be seriously impacted if we lost 3-4 year olds to the public schools. We have been in business for 47 years. We added a 2 year old program to help serve the community as people were looking for 2 year preschool. If we lost our 3-4's we would not only lose the families we treasure but we would also have to cut our staff and lose 6 of our 8 staff members.

Providing 3-4's schooling in a public school setting would put our school out of business.

75% of our school is 3-4's. Losing this group impact us financially and we wouldn't be able to stay open. We would also have to let go 6 staff members.

It would force us to close our business. The only profit margin we have in small business is with our 3-4 year olds. Programs would not be able to stay open to serve children two and under due to the ratios. The whole child care business in Maryland would be in crisis. Tuition costs for children two and under would sky rocket to adjust for the loss.

absolutely devastating 80% of my enrollment is the 3 and 4 year old classes

It would put us out of business.

At this time it would drastically change our enrollment, as this is the largest class group we have, therefore causing a loss in revenue

It would completely put myself and my 32 employees out of work—many who have worked for me from 15-28 years!

This is NOT small business friendly!

It would do more than just impact it would close my business public Prek is destroying center based learning all over the state

Losing 3 and 4 year olds would kill my business. It is already a struggle to maintain the enrollment to survive with schools taking Pre-K 3's and 4's.

Would require to double tuition on infant , toddlers, twos. And in rural eastern shore would probably lead to closing down because economy can't hand \$1500 month for even quality child care.

Have to sell off half of business. Couldn't support the full building and losing 10% of income

We would have shut our business down. Since we are licensed for 135. And only have 24 infant and under 2 year old. This law would crush my business. I would have to shut my center down. We have 19 teachers. 6 are in the infant and toddler rooms. The remaining 13 would lose their jobs. This would devastate the entire child care system. Why would the state want to do this? It doesn't add up.

Will probably shut it down

I will have to close my center because those 3-4 year olds are the ones that are keeping me still standing. Definitely the worst public schools will take away from us. If this bill materializes then there's no point for me to keep on going.

Our church based preschool would be in serious jeopardy if we lost 3 and 4 year olds to public schools. We are for ages 2-5, so we would need to restructure our entire program. We would likely end up closing our school if public schools included those ages.

It would close our doors, right now our 3 and 4 year olds are one of our largest groups.

We'd likely have to close our school if almost 200 students in Rockville, Md if we lost our 3s and 4s. Infant/toddler ratios make the service so expensive that it's hard to sustain a program without spreading the cost across older children with higher child/staff ratios. It would be devastating to our school and community if our program was unable to sustain the school.

We would have to close. We only have children 2-Prek.

We would have to let most of the staff go, change our program to only IT &SA, or go out of business.

That is most of my center. I only take children ages 2-5 yrs. I would just close my doors and go into a new profession. I love what I do and have owned my center for 18 years but this would destroy me and my business and put 15 people out of a job.

We would have to close 5 of our 15 classrooms and 12 people would be out of work.

I would go out of business

We are a small center where over half of our enrollment is 3 and 4 year olds. If we lost our 3's and 4's it would cause a rate increase in our infants and toddlers making their care far less affordable possibly affecting many more families.

We would be seriously impacted financially if our enrollment dropped in these ages.

My business would not be able to survive making a huge impact on infant tuition. Infant tuition would skyrocket, because that would be the main income source for childcare providers and child care centers.

We would have to close our early childhood program.

It would decimate it

I would lose 40 students in one program and 80 in the other. I would not be able to pay rent, pay staff payroll and health insurance and would have to close. I can't survive on infants alone. The demand for 2s is not as high as 3 and 4 year olds. So my 2s can't increase in my business to cover the loss for 3s and 4s. I also can't understand what before and after care will be provided for 3s and 4s in public school. Open Door puts 100 kids in the cafeteria for before and after. How will that work with 3 and 4 year olds, ratios, safety and potty training? 3s and 4s can't use bathrooms alone. They are not mature enough yet. I worry for the safety of these young kids in public school.

Leasing or empty space that would only be for before and after preschool would be costly if not difficult to find. Fees which are already on the parents would need to be raised in order to entice people to work a split shift. I can not imagine many people will continue in this field, yet alone decide to start a career where you work a split shift day for a preschool program. It is difficult to hire staff in school age programs now, I can not imagine it for preschool. Also, the requirements for preschool staff are already making it difficult to hire in this field. People with 2 and 4 year degrees are not going to apply for split shift jobs. Cost of infant and toddler programs would need to increase to offset the loss of income from the preschool programs. Another burden on parents who will look for cheaper options which are usually unlicensed programs.

We would no longer be able to stay in business if our only families were infants and two year olds

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Losing 3- and 4-year-olds would likely put us out of business. We are a part-time church preschool that is licensed as child care, accredited by MSDE, and EXCELS Level 5. However, the bill as it stands would require us to eliminate all religious aspects of program for 6.5 hours a day, 5 days a week, 180 days a year (which is longer than we currently operate) in order to participate as a community provider, which we already know our church governing body does not support doing. Yes, there may still be people who would be interested in paying for a parochial school experience, but those numbers are going to shrink when the competition is free/low cost and provides more hours than traditional preschool. Lots of church preschools will end up out of business, especially since many only serve 3- and 4-year-olds.

It would cause our center to shut down classrooms and have to dismiss staff for lack of students.

Losing 3 and 4 year olds from our program would create the loss in jobs and income. It would force us to try to enroll more infants and toddlers at a very high tuition rate which is no guarantee that families could afford such high rates. It also could force us to close.

We would close. No one can run a center with just infants and toddlers. It not financially feasible.

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3-4 year olds are the bulk of our business. We are licensed for 2-5 only but only 12 of our 80 spaces are 2 year olds. Without 3-4 year olds, there is no question we will be out of business. Even if we restructure, we are limited to how many infants and toddlers we can have and we won't survive.

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We would be out of business. Our beautiful, intentional work with children and families would be lost.

This is so very sad. Childcare administration have us daycare providers doing all these different classes to be qualified working with children. For the removal of the children to be placed in school. Headstart was removing children from daycare. Now it's the school system. This is going to have a very big impact on childcare.

It would devastate our business.

Our program would close. We are not in a space that could be converted to infants and ty he expensive of operating infant care would be prohibitive. 20 early childhood professionals would lose their jobs. So would our maintenance, music teacher, Spanish teacher, yoga teacher and tech support person, all contractors. The community center where I pay for my lease would be vacant. 60 families would not have the option of our NAEYC accredited, Level 5 in EXCELS, highest quality program. Putting little three and four year olds in the institutional setting at a public school would be developmentally inappropriate.

We might have to close our dialysis accredited program.

We might have to close our dialysis accredited program.

It would virtually shut down our business as that is the majority of the children we have.

If we lost all of our 3 and 4 yr olds to the public schools that would be over half of our enrollment. Not to mention if we replaced those children with 2yr olds the numbers wouldnt add up because you can only have 12 2yr olds in a room.

We are licensed for 109 children. 3& 4 year olds comprise 72 children of our 109. That is roughly 2/3 of our business. That leaves the 37 infants and toddlers who we care for with out care because we would close. Additionally, we employ 30 people. Closing our doors will put 30 working people into the unemployment line.

I would no longer have a business. I am not exaggerating, I would be forced to close my doors. If I am left with infants with ratios of one teacher to three students and two year olds with one teacher to six students, I would not be able to pay my rent, teachers, insurances, educational materials, building maintenance, outdoor grounds maintenance, training, cleaning service etc. This would be devastating to ALL child care centers!

And if we are unable to pay our bills because we do not have the three and four-year-olds that have a ratio of 1 to 10 and allow us to make some income to pay our expenses, we will no longer be able to provide care for infants and toddlers so there will be a void in specialized care for the youngest children as well. How are the public schools going to take care of infants and toddlers when those trained to care for them and who have a true passion for caring for them are no longer available?

We are equipped and trained to provide the best care and education to children 0 to 5 and this would be a disservice to the children and the families of our community..

We will close and our community will lose infant & toddler care

This age group is 50% of my enrollment. If I loose half of my students I would be forced to close my doors.

I will not be able to continue to embrace the diverse multilingual families. Having a bilingual program has allowed me to promote the importance of bilingual education and appreciation of diversity and multiculturalism along with having a quality center. And not having enough children to cover cost of rent and salaries, I will have to close the center.

MSCCA_Chris Peusch_FWA_SB1000

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Position: FWA



**Caring For Maryland's Most
Important Natural Resource™**

Maryland State Child Care Association

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The Maryland State Child Care Association (MSCCA) is a non-profit, statewide, professional association incorporated in 1984 to promote the growth and development of child care and learning centers in Maryland. MSCCA has over 4500 members working in the field of early childhood. We believe children are our most important natural resource and work hard to advocate for children, families and for professionalism within the early childhood community.

**Testimony:
Senate Bill 1000/HB 1300
Blueprint for Maryland's Future
February 17, 2020**

MSCCA supports with amendments the Blueprint for Maryland's Future. There are numerous praiseworthy aspects to the commission's work and legislation including, the reimagining of high school with college and career-ready pathways, doubling of Judy Centers and Family Support Centers which support families and best family engagement policies and the emphasis on supporting teachers with more planning, professional development and higher compensation which is long overdue. Teachers are the backbone of society. All teachers from higher education, high school, middle school, elementary and especially my favorite early childhood, which includes birth to 5 teachers in all private and public settings and parents, a child's first teacher. The teachers working in early childhood support parents working in Maryland. They work for some of the lowest wages and abide by the strictest and highest licensing standards in the nation. My community of members are gravely concerned that all of the requirements and quality initiatives they have earned, their dedication and experience in caring for and educating children has no value based on this legislation. The message is We are not good enough, even if readiness data shows are successes and children are in play based, developmentally appropriate environments with nurturing teachers/caregivers . We are and always have been willing partners to continuously improve our practice and provide the best start for children. The decline in early childhood education majors and the lack of qualified candidates to meet the requirements in this legislation is a concern.

The mandate is to hire bachelor degreed and certified teachers (a workforce that does not exist in the numbers that would be needed) and pay them the same as public school teachers is challenging at best. In addition, clear alternative pathways to teacher certification must be created for those currently working in early childhood, especially in community-based programs. MSCCA is part of the CCSSO/NGA Maryland team lead by MSDE working on the critical workforce shortages and workforce development issues by identifying barriers (number 1 is compensation) along with concrete solutions for alternative pathways with more credit for prior learning and experience, exploring a birth to five teacher certification program and focusing on real competencies needed in our field. We have included MHEC in our team to solicit Maryland colleges and universities to develop and offer online bachelor's degree in early childhood that has certification component. We shouldn't have to take revenue out of Maryland to enroll in online bachelors degrees in other states to earn Early Childhood degrees as it is an area of critical need. We hope to follow the lead of Montgomery college who is innovative and thinks outside the box by understanding the needs of our diverse community who pioneered all online Early Childhood Education Associates degrees with college credits for a CDA. Many community colleges followed.

The per-child cost for prekindergarten programming must ensure reasonable compensation for teacher pay and program implementation. The community-based programs are concerned that the per-child amount provided for the provision of prekindergarten may not be sufficient in all jurisdictions of the state due to community-based providers having many less resources than public schools, especially in the first few years of the phase in and would create a loss of revenue for some community-based programs. Funding models for quality must meet the higher compensation levels in order for community-based programs to compete to keep our children and doors open.

MSCCA's concerns are always about the health and well-being of children. Study after study has shown that young children need time to play. Early childhood teachers know that play is not frivolous; child care/early childhood teachers understand play enhances brain structure and promotes executive function, which allow them to pursue goals and ignore distractions. Play helps children learn to persevere, increase attention and navigate emotions. We don't see evidence in this legislation or recommendations from Kirwan that embrace this best practice in the public school model. We are now suggesting investing lots of money in the same approach and practices that aren't based in learning through play based curriculum that Boston school system has been successful with and Finland the world leader in early education system is founded in) that aren't closing the achievement gap and that aren't getting children ready for kindergarten on average in Maryland at even the 50% mark. So we are pushing down to even younger children; academic testing of 3 and 4-year-olds; bussing 3 and 4 year-olds to school; shifting teacher focus away from engagement with children and towards testing and results; designing programs to match a public-school day rather than a parent's work day. Our members embrace the play with a purpose model, children's play is their work every day in our quality child care and early learning programs, which has children ready for kindergarten at the highest rates in our state and our programs are open to meet a working family's needs for 10-12 hours daily, many holidays and year round.

Finally, we must address the unintended consequence expanding public-school pre-K programs will have on infant and toddler care across Maryland. Childcare centers cannot remain in business caring for infants and toddlers alone; the staffing costs are too high. Many will close. For others, the only option is to raise prices resulting in only the wealthiest being able to afford vital infant and toddler care. This is one reason Washington D.C. leads the nation in infant care costs and New York City finds it hard to maintain affordable infant care.

I would like to pass the final comments onto my member and child care business owner and operator, Holly Berry



February 17, 2020

SB 1000 & HB 1300

Blueprint for Maryland's Future – Implementation (Policy Area One - Prekindergarten)

**House Ways & Means Committee / House Appropriations Committee
Senate Budget & Taxation Committee / Senate Education, Health & Environmental Affairs Committee**

Position: SUPPORT w/ Amendments

Our coalition is comprised of 7 associations and organizations that together represent 10,000 entities that currently provide quality early childhood education to approximately 150,000 Maryland children.

This coalition supports the Blueprint for Maryland's Future as a means to achieving a world-class education system for all Maryland students. Specifically, community-based private providers are excited to partner with the state on expansion of prekindergarten to Maryland three and four-year-olds. We offer below the general provisions that we believe are necessary to serve those students through the proposed mixed-delivery partnership.

Please find attached our suggested amendments.

The Coalition supports:

1. A goal of at least 50% of slots utilizing community-based providers.
2. Establish a sliding scale payment system to be in effect by FY 2023.
3. Authority, oversight, and a funding model wherein the money flows to all public and eligible private expansion sites from MSDE.
4. Alternative pathways to teacher certification must be created for those currently working in community-based programs and community-based settings should be allowed to hire teachers that hold a bachelor's degree and pursue certification, as allowed in public schools.
5. Pre-K Expansion sites to be eligible to participate at EXCELS Level 3 and be allotted 5 years to get to an EXCELS level 5.

Amendments to Senate Bill 1000 & House Bill 1300

AMENDMENT No. 1

On page 128, line 17, after “(A)” insert:

“(1) SUBJECT TO THE REQUIRMENTS OF PARAGRAPH (2) AND (3) OF THIS SUBSECTION,”;

Explanation: Amendments 1 through 3 refer to the prioritization of school construction for prekindergarten schools. Under the amendments, a county would have the burden of showing there are no available prekindergarten slots in private provider programs. The amendments require justification by a county for state approval of a project.

AMENDMENT No. 2

On page 128, line 18, insert:

“(2) A COUNTY MAKING A REQUEST UNDER SUBSECTION (A) SHALL HAVE THE BURDEN OF DEMONSTRATING THE LACK OF AVAILABLE PREKINDERGARTEN SLOTS IN ELIGIBLE PRIVATE PROVIDER PREKINDERGARTEN PROGRAMS.”

(3) IN PRIORITIZING PUBLIC SCHOOL CONTRUCTION REQUESTS, THE STATE SHALL CONSIDER WHETHER:

(I) A WAIVER UNDER 7-1A-03 OF THIS SUBTITLE HAS BEEN REQUESTED BY THE COUNTY; AND

(II) THE COUNTY HAS MET THE BURDEN OF DEMONSTRATING THE LACK OF AVAILABLE PREKINDERGARTEN SLOTS IN ELIGIBLE PRIVATE PROVIDER PROGRAMS IN THAT COUNTY FOR A CHILD TO ATTEND A PREKINDERGARTEN PROGRAM”

Explanation: See explanation to Amendment No. 1.

AMENDMENT No. 3

On page 128, line 19, after “(B)”, insert:

“AFTER DEMONSTRATING TO THE DEPARTMENT A LACK OF AVAILABLE PREKINDERGARTEN SLOTS IN ELIGIBLE PRIVATE PROVIDER PREKINDERGARTEN PROGRAMS,”

Explanation: See explanation to Amendment No. 1.

AMENDMENT No. 4

On page 42, on line 20, after “(B)”, insert (1); and on the same page, after “ARTICLE”, insert “AND REGULATIONS ADOPTED BY THE DEPARTMENT AFTER JULY 1, 2020.”

“(2) A COUNTY MAY NOT IMPOSE ADDITIONAL ELIGIBILITY CRITERIA.”

Explanation: Amendment 4 prohibits a county from imposing eligibility requirements for private providers to qualify for prekindergarten education.

AMENDMENT No. 5:

On page 43, line 1, strike: “~~EACH COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Explanation: Amendments 5 through 11 transfers the flow of money from county boards of education to MSDE. In the legislation, the State share and local share flows from the State and the counties to the county boards and the county boards then distribute the funding amount to each publicly funded prekindergarten provider. The Child Care Scholarship and Pre-k Expansion Grant program is currently administered by MSDE. MSDE has the systems and expertise in place to administer the distribution of the local and state share.

AMENDMENT No. 6:

On page 43, line 3, strike: “~~COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Explanation: See explanation to Amendment No. 5.

AMENDMENT No. 7:

On page 43, line 4, strike: “~~COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Explanation: See explanation to Amendment No. 5.

AMENDMENT No. 8:

On page 43, line 19, strike: “~~EACH COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Explanation: See explanation to Amendment No. 5.

AMENDMENT No. 9:

On page 43, line 20, strike: “~~EACH COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Explanation: See explanation to Amendment No. 5.

AMENDMENT No. 10:

On page 43, line 23, strike: “~~COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Explanation: See explanation to Amendment No. 5.

AMENDMENT No. 11:

On page 43, line 24, strike: “~~COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Explanation: See explanation to Amendment No. 5.

AMENDMENT No. 12:

On page 43, line 24, strike: “2026” and insert: “2023”

Explanation: This amendment moves up the implementation of the sliding scale from FY 2026 to FY 2023. This amendment will allow for more Tier II children to be access quality prekindergarten providers if the funds are available.

AMENDMENT No. 13:

On page 43, line 28, strike: “2026” and insert: “2023”

Explanation: See explanation to Amendment No. 12.

AMENDMENT No. 14:

On page 123, strike in its entirety lines 10 – 33 and on page 124, strike in its entirety lines 1-5 and insert:

“(A) (1) THE DEPARTMENT SHALL ACHIEVE AN EQUITABLE MIXED DELIVERY OF PREKINDERGARTEN SLOTS ALLOCATED TO ELIGIBLE PUBLIC PROVIDERS AND ELIGIBLE PRIVATE PROVIDERS:

- (1) BY SETTING A GOAL OF AT LEAST 30% OF PREKINDERGARTEN SLOTS ALLOCATED TO ELIGIBLE PRIVATE PROVIDERS BEGINNING IN FISCAL YEAR 2021; AND,
- (2) BY SETTING A GOAL OF AT LEAST 50% OF PREKINDERGARTEN SLOTS ALLOCATED TO ELIGIBLE PRIVATE PROVIDERS BEGINNING IN FISCAL YEAR 2025 AND FOR ALL FISCAL YEARS THEREAFTER.”

Explanation: The waiver language is unclear and propose an amendment to state that it is a goal to provide an expansion of at least 30% of new prekindergarten slots to eligible private providers in the first year, moving to 50% in 2025 consistent with the recommendations of the Commission. It is clear from conversations with three of the largest school districts in the state that they have neither the space nor the staff to expand seats at the rate suggested by the Blueprint.

AMENDMENT No. 15:

On page 124, on line 15, strike beginning with “~~RESIDENCY THROUGH THE MARYLAND APPROVED ALTERNATIVE PREPARATION PROGRAM~~” and substitute “CERTIFICATION THROUGH THE MARYLAND APPROVED ALTERNATIVE PREPARATION PROGRAM OR CERTIFICATION APPROVED BY THE DEPARTMENT.”

Explanation: The language defining residency is unclear and as this may become law, this amendment defers the alternative pathway to teacher certification should be pathway approved by The Department.

AMENDMENT No. 16:

On page 124, line 18, before “TEACHING ASSISTANTS”, insert: “BEGINNING IN FISCAL YEAR 2026,”

Explanation: This amendment is necessary as there is already a critical workforce shortage in child care programs and should this language be adopted in year 2021, the shortage will escalate leaving child care programs bereft of qualified teachers consequently impacting children's safety and working parents access to child care because providers cannot stay open without qualified staff. Many of the teachers working in childcare programs hold CDA's and AA degrees and if private providers are not at a 50% mixed delivery level in year one, we will lose qualified teachers to higher paying positions as teaching assistants in public schools. Changing the requirements to year 5 phase in will help maintain and build capacity for both public and private prekindergarten as those with high school diplomas working as assistant teachers will have more time to meet the new requirements.

AMENDMENT No. 17:

On page 126, line 14, before "EXPLICITLY", insert: "NON-INCIDENTAL,"

AMENDMENT No. 18:

On page 126, line 17, strike: "~~AND LOCATION~~"

AMENDMENT No. 19

On page 118, line 18, after "State", insert: "OR A TEACHER WITH A BACHELOR'S DEGREE PURSUING MARYLAND ALTERNATIVE PREPARATION PROGRAM OR STATE CERTIFICATION APPROVED BY THE DEPARTMENT"

AMENDMENT No. 20

On page 118, line 16, strike "~~average~~" and substitute "MAXIMUM"

Berry Patch Early Learning Center, LLC

4510 Lower Beckleysville Road, Suite O

Hampstead, Maryland 21074

410.374.3501

MSDE OCC License # 154426

February 14, 2020

Chairs Kaiser, McIntosh, Guzzone and Pinsky and distinguished committee members:

My name is Holly Berry and I am the owner and operator of Berry Patch Early Learning Center, LLC in Hampstead, Maryland. As a small business owner in your district I want you to know how the Kirwan Commission's recommendations for universal Pre-Kindergarten for all four-year year-old children and low income three-year-old children will impact/devastate my childcare/early learning center and surrounding centers. My center is located off the traffic circle of Lower Beckleysville Road and Black Rock Road, in commuter central for all jobs in Baltimore City, Baltimore and Harford Counties, and heading south off the bypass and 795 to Howard and Anne Arundel Counties. This location provides us a population of middle class to upper middle-class families and few low-income families. Berry Patch ELC is open Monday through Friday from 6:30am to 6:pm. We are currently licensed for 98 children and have 18 full time staff and 2 part time staff. Our population is:

Infant 1 classroom, 6 weeks -7/8 months	6 babies
Infant 2, 7/8 months – 15/18 months	6 babies
Toddler Room, 15/18 months – 24 months	9 toddlers
Two Year Old Room,	11 children
Three Year Old Room,	10 children
Transitional Four's Room	9 children
Pre-Kindergarten Room	12 children – this room is licensed for 17, we chose to have 12 this year as it is a new room.
Before/After Care Elementary School Room	30 children

Teacher demographics:

- 5 Staff with bachelor's degrees in Education or Psychology
- 3 Staff with AA degree in Early Childhood Education or Social Work
- 6 Staff working on AA degrees, 2 graduating in May 2020
- 3 Staff who do not have college but hold MSDE Credentials at a level 3 or higher
- 2 Staff who are assistants and hold the basic trainings

Cost breakdowns per MSDE Office of Child Care required ratios:

Infant and Toddler Rooms (ages 6 weeks to 24 months) Ratio 1:3 We have a total of 18 children some are 4 days. \$255 for 5 days and \$240 for 4 days. Average income if all rooms are full \$4515 payroll is \$4500 leaving a profit of \$15. This is a payroll of \$14.50 per hour for 7 fulltime teachers and 1 \$11.00 fulltime assistant. Yes, this is correct \$15 is our profit. Most childcare centers do not make money on this younger population due to the 1:3 teacher to child ratio.

Our two, three's, transitional fours, Prek and elementary school carry the burden of financing the infant and toddler rooms. The benefit of having these rooms is the ability to ensure enrollment of two-year old's and to keep families together in one location, one community. If we lost our two four-year-old classrooms and part of our three year old class Berry Patch would need to drastically downsize our staff and double our infant and toddler rates to maintain our lease agreement, fixed and variable daily, weekly, monthly, and annual costs. In short, Berry Patch ELC will need an exit plan to close its doors.

Berry Patch has been undergoing MSDE Accreditation in hopes that our early learning center would be eligible to become a universal Pre-Kindergarten classroom, but I am uneasy with any promises from MSDE and feel that MSDE and our local school system will shut us out. Berry Patch is not eligible for any state funds or grants due to our lack of low-income children; we have a large population of average middle-class families hard working families. We do not meet the criteria for the PreK Expansion Grant or the new Variations and Implementations of Quality Interventions (VIQI) since we do not have a population of 40-50% of low-income students. We do meet the criteria in every other aspect. Our local

population, despite local schoolboards numbers does not understand our community and that is growing by leaps and bounds and that there are not enough infant and toddler openings, and with Kirwan pushing our little ones into large public schools infant and toddler rates will double as we renovate our classrooms to hold more babies and toddlers.

Another concern is the lack of requirements for the public school system and its employees versus early childhood education centers. An early childhood teacher must be fingerprinted, and background checked, complete a Release of Information form every two years, complete a medical screening and tuberculosis test before starting employment and then repeated every five years at the employer or employees cost, maintain 12-24 hours of annual continuing education, again at the employer or employees expense (no MSDE reimbursement like for CCPS), Basic Health and Safety course with annual refresher, Americans with Disability training before employment, and most importantly the staff must have early childhood child development and curriculum training. To be MSDE Accredited or NAEYC accredited the lead staff must be a credential level 5 or 6; preferably holding college degrees in early childhood education. At the elementary school level will the staff be required to follow the Office of Child Care's employment regulations? If not, why? If the answer is they don't need to do this, again why? What makes the public-school system elite from these regulations that are in place to protect our young children?

MSDE Office of Child Care has burdened the early childhood industry with more training, higher education demands, more policies, regulations, forms (which we now have to print), and mandates. Why is this all-in place? It's in place so that early childhood educators can provide the best early childhood services to their families; yes families, not just the child but the mother, father, guardian, grandparents, siblings, and other extended family and non-family. We are well trained, well educated, and overly prepared for our jobs. Why did Maryland spend all this time and energy on us to begin to sweep us away and tell us that our roles in society are now not needed? My understanding is that Maryland created these standards to help children and families become better prepared for elementary school, to have the

educational and social and emotional experiences to be success lifelong learners. We are and have been doing this, so why quit now? What we need is a support system that fosters financially healthy families, like the sliding scale for Maryland Child Care Scholarship Fund. More money needs to go into this fund and less on studies and less on new programs and most certainly less on coming up with more things that the early childhood industry needs to do like developmental screenings (let's leave that to the physicians).

My next and most important concern is the impact that this Commission has failed to address; the disruption to the families, their environment, their before and after school childcare needs, splitting their young children between two locations with different starting times, riding a big school without seatbelts but we continue to encourage care seat and booster seat use until late elementary/ early middle school, and taking away the community that has been built between he families and us. I started my early learning center to foster the not only the intellectual growth of a child, but their social and emotional growth as well. We also nurture the whole child and their parents; parenting is hard and as early childhood educators we are well educated on how to assist parents and the family as a whole. Our families appreciate our communication throughout the day. They love our family friendly classrooms, our family events, the fieldtrips and celebration parties. They love feeling that they belong.

My families have my personal cell phone number and they know they call me if they have a question. I answer emails up to 10 pm, because if it was important for the parent to send at 8 pm, then it is important for me to reply. My office door is always open, I am physically at work everyday, yes everyday just like a principal. I call myself the “plan B” teacher, if I am needed for a messy project, an ill teacher, or an additional person is needed, I am there. My work is my life, it is what makes me happy, I have now watched children graduate from high school, past children are not seeking jobs or volunteer service hours with us. I bump into former families and years later they still miss us. We are imbedded in our community, we do not want to be pushed out because a group of adults who do not sit on the floor every day and have pretend tea, or race cars, play with puzzles, make beautiful messy art, go on walking adventures, and much more have decided that we are unimportant, invaluable, and not qualified to

educate our youngest of learners. In May 2020 at the age of 52 I am graduating with an Early Childhood Education degree. I have pursued this degree to ensure that my business, the amazing teachers, and our community have a solid, safe, nurturing, and educational environment for their families. I sacrificed my personal time, my family's time, and my work time so that business would be successful for many generations to come.

I am begging the Kirwan Commission to not take all this away from 98 children, 196 active parents, 156 active grandparents, 20 teachers and staff and their families, and 14 assisted living residents that we visit. Please don't shut us out of our community, we volunteer, we hold food drives, we donate to needy programs, we make food for the men's shelter, we host stem, literacy, and math nights, we are part of our community and we need the Kirwan Commission to understand the value our private early childhood education centers contribute to health and wellbeing of the child, their family, and the community.

Sincerely,

Holly Berry

Owner/Operator

**Impact of losing 3 and 4 year old's on Community Providers
Survey of 140 Small Businesses**

How would losing 3-4 year old's to the public schools impact your business?

Our program would suffer greatly with most likely prospect of closing.

We would loose more than half of our enrollment and more than likely have to close our doors. Our 2s program isn't big enough to sustain us. 90% of my staff would be out of a job.

We would close! That age group is our primary target. Other age groups do not financially support the program.

Losing 3 and 4 year olds would place a great strain on our program as it would make it difficult for parents who have younger children to manage having children enrolled in different programs. It would require me to increase the cost of my care for children younger than 3 & 4 years old in order to maintain the quality of care that we provide. Additionally, In an industry where we are already struggling to find quality employees; it would require me to hire twice the amount of staff than what I'm already required to have since the ratios for my remaining age groups are higher.

That age group makes up a large percentage of my enrollment. If I were to lose that, it would significantly impact my business and the jobs I have for my teachers. It would affect the siblings that attend my center as well. I would have to lay-off employees even though everyone is hard working and deserves to be here. Additionally, losing those age groups would affect me financially because they are the largest ratio groups. My center has many sibling sets and families appreciate their children being in the same center. We also would be limited with the number of students we could she which directly affects finances and employment.

Our child care business depends on our 3 and 4 year old classes to stay solvent financially. If we lose our preschool children to the public school system, and we will if this bill passes our business will fail and multitudes of infants, toddlers and two's will not be able to find quality care. We employ over 200 staff who would be left jobless. If we truly want to offer a preschool experience for all preschool children the government should offer vouchers to the families of preschool children who attend quality, accredited child care centers. Research already shows that these centers prepare children for school better than the public school system.

I'd lose significant profit. Infants and toddlers are a loss, but an investment to make a profit when they're older. Losing them means considering closing and taking away quality care for my area.

It would create a huge gap in my program. We currently have a 3 year old room and a 4 year old room. I have already felt the impacts on my 4 year old classroom. Losing a 3-4 year old classrooms would put 6 people out of a job, and here on the eastern shore, it's already a struggle to find quality, qualified staff.

We would loose over half of our families, putting at least six teachers out of jobs as well.

I would not be able to sustain my business.

I would lose about half of my capacity at my school.

It would completely shut it down! We are a christian program solely for 3 and 4 year old children! We have been open for 38 years and have ministered to over 4000 families! The passing of this bill would be devastating!!

We are an MSDE accredited private, nonprofit preschool. We've worked hard over the years to provide high-quality early childhood education to child ages 3-5 in our community, and we've sought out and trained a dedicated staff to do so. Each year our program reaches full capacity and has a waitlist. However, our entire program is comprised of children ages 3-5. If we lost those children to public schools, it would end our business and put our entire staff out of work.

We would not be able to stay open. We only have children from 2-4 in the program.

Our daycare/preschool currently houses 130 students. Roughly half of that is our 3's, 4's and late birthday 5's. Due to demand, we will open a third fours class this fall.

We would lose half of our students if this plan went into action. The loss of jobs would be tremendous to our staff. Some of our teachers have taught with us for 15 and 20+ years. These are dedicated teachers to early education.

For smaller centers this will mean they will have to evaluate if they can afford to stay even remain open.

Even if we decided to open more infant rooms or twos rooms there would be an expense. We would all be forced to turn a preschool room to an infant room and that comes with addition expenses that are costly. It should also be noted the income is higher in a room of 17 preschoolers then in a class of 6 infants. The teacher to child ratios are very different. So changing them over would not in any way help us even break even.

It would be catastrophic to our business financially. We would be forced to make drastic changes to consolidate portions of our program and eliminate staff. As we consolidate classes where possible, it wii i you'd be likely that we would need raise tuition for remaining children in order to meet that salaries of our staff as we work to stay ahead of the minimum wage increase.

That age group is our livelihood! It would shut us down!

We would lose about 80% of the children at our school/center

We would be forced to close our doors after providing quality child care to the Greenbelt, MD community for almost 20 years. We are licensed for 43 children and if we lose 20 children to public programs we couldn't operate. The community would also lose valuable infant child care spaces with the closing of our doors. Is it really in the best interest of 3 and 4 year olds to attend large public prorams?

Would eliminate business as revenue would decrease and would have empty classrooms that could not be filled with 0-2 years old but would still need to pay rent on those rooms

It would put us out of business!!

Yes

Our small program ONLY serves 3 and year old children. We are an Accredited program with an EXCELS level 5. This is a quality program that families seek out for their young children based on our flexible schedules- full time (7am-6pm) and part time as well as the highly trained and dedicated staff. We would not be able operate if 3 and 4 year olds were shifted to public schools.

We'll be closed down since we can't solely operate with infants and toddlers

We would lose over half of our capacity of children, revenue and lose 6 staff members

Out of my licensed space of 55 kids, 3-4 year olds make up 30 spaces which are always full. That's more than 1/2 of my enrolled children at any given time. Losing them to a public setting would close my business.

Preschool programs will close and tuition for infants and toddlers will have to increase. We will have to implement layoffs.

We will have to close. Our model serving infants, toddlers and twos barely works now. Losing 3 & 4 year olds means we will not be able to have a sustainable business.

We would loose half our center and most likely have to close down.

We are an MSDE approved non-public preschool and also provide before and after care for school-age children. Currently, there are 20 school-age enrolled and over 40 preschoolers ranging from 2 to 5 years of age. We often have more teachers on site than required because we believe in quality rather than making that extra buck.

If 3 and 4 year olds began attending public schools only, then we would have to close down. Several teachers would have to find an alternate career and at their age, it would be extremely difficult. As it is now, they come to work because they love what they do and where they do it.

The children thrive with us. We keep our ratios just right so we can fully meet their needs. Instead of taking them out of programs that are qualified, maybe consider investing in them. Instead of adding more classrooms at schools and more teachers, maybe consider using classrooms and teachers that are already available and qualified.

I'm a small center of 60 children. 33 spots are just my 3&4 class. I would have to change to an infant toddler center only.

My program is for children from age 2-school age. If we lost 2 and 3 year olds it would greatly impact my program. The building where we are doesn't have access to water in two classrooms so it would be a great expense to get water to that area in order to accommodate infants and toddlers. My licensing specialist has already told me that they will not allow a portable water table to be used, so I need to incur tens of thousands of dollars of construction work in order to have younger children. I was in the process of preparing to not have 4 year olds, but to now also not have 3 year olds impacts the program even more significantly.

Our school serves students from 2 years old through eighth grade. If we lost 3 and 4 year olds to the public school system, it would lead to collapse of the K-8 program. Our kindergarten class is filled 75-95% with students moving up from our preschool program. As it is, we have families register for our program and then leave when they get a spot in the public schools. We then have difficulty filling the empty slot because other families have found other programs.

I work in a small center in Baltimore County. If we were to lose 3-4 year olds to the public school system it would shut our center down. If we shut down what happens to the children that need care because parents have to work. You can't keep taking children and putting them in the school system younger and younger. The schools are already overcrowded. We have watched local schools combine pre k programs because enrollment in them was low or they did not have the space for the children. The entrance birth date keeps getting adjusted so they can enter kindergarten earlier. WHY? What purpose will this serve except to increase the unemployment rate among the child care industry. We have regulations and standards that we have to meet, but the school system does not. We have yearly inspections that the school system does not.

We already compete with the schools for our 4-5 year old children. Our school age program has diminished as well. We struggle with full time enrollment as we have lost children entering the half day pre k program. Some of those children might enroll half day with us because parents still need child care, but not many. Having children enrolled for half day care means we have to employ additional staff to be able to meet bus schedules, however we lose money because of reduced tuition. It is difficult enough having to find qualified staff, but losing these children reduces our income thus struggling to meet our daily expenses. We lose qualified staff because we can't pay them enough.

We have 4 classrooms, 2 of those classrooms are currently 3-4 year olds. The teachers work very hard to prepare them for the school system. They are not just a babysitter, they prepare lessons and age appropriate activities to engage the children, they have mandatory trainings to take, forever changing regulations to keep up with. Each staff member has a been to college, they have years of experience among them. The staff is sometimes overworked but have a love for these children, the teachers have been with for us over 30 years. It would have a tremendous impact on those staff as they would no longer have a job - we are a non profit center so they are also not eligible for unemployment.

It would impact not only jobs for staff but a lost in a great portion of childcare income. 3-4 make up a huge part of the program because those rooms are larger capacity and usually are full. Parents hesitate to enroll children in children while they are young. 3-4 years old is the age that parents are comfortable enrolling their kids because they can communicate better if mom n dad had concerns. I also think that at this young age children will need a smaller setting and less stringent routine. Childcare helps small children prepare for the school years ahead. Throwing them into such a quick pace regimen will more than likely have them showing resistance. Our teacher provide that one on one care and nurture our 3-4 years old need during those tender years of age. We hire and continue to education our staff on providing this care for these children . Our business would take a hard hit hard by this bill and greatly impacted negatively.

Yes we would close

We would not be able to afford to run, our infant and toddler programs. These classes financially support the high ratios required for infants and toddlers.

It would close my center.

It would close my center.

Would greatly impact our business and our staffing. Would lose 50% of business income

Removing 3 and 4 year olds from child care would have a major negative impact on every child care center. The ratios allow for child care centers to have a good profit. It would also have a negative impact on the children.

Losing 3-4 year old to public schools would cut my business in half. We would have to dramatically reorganize our business, curriculum and staff or close our doors.

If 3 & 4 year olds were absorbed into the public school system, we would have 5 teachers & 2 aides unemployed. In addition, tuition for an infant would need to increase to over \$500/week or \$26,000 a year for our program to simply break even and maintain a high quality program.

In addition to the economics, parents will be forced to seek after school care for their 3&4 yo which becomes a transportation concern with these young babies on buses with 12 year olds. Since public bus service isn't available to private schools, we would need to purchase a suitable vehicle which may not be feasible due to the lack of funds being received with an aftercare only program; in addition hiring staff is challenging for a full-time program, one can only imagine the nightmare of hiring staff for a part-time split program. There aren't many employees interested in a 6 hour break each day!

Parents also must then pick up their young children from different locations regardless of weather - snow, sleet, rain... needing to drag one young child in the cold, wet weather while picking up another or forcing them to violate laws and leave a young child in the vehicle while retrieving the other.

Our program would ultimately close due to the lack of enrollment due to the exorbitant pricing necessary to pay staff even at Maryland's minimum wage; and should staff receive higher credentials as recommended by Kirwan we certainly wouldn't be able to pay commiserate with their education.

We urge you to partner with community programs for early childhood education who are already providing quality education with proven results.

We would lose 75 percent of our enrollment - and our degree teachers. Operating an infants, toddlers and twos program is too cost prohibitive. No doubt about it: the program, which has been in continuous operation for 65 years, would close.

Lose the profitable age group

our center offers care for children 18 months and up. The loss of 3-4 yo would shut down two-thirds of our business and eventually force the close of our school.

My enrollment is already low due to full day pre-k programs started this year. This has made me have to increase tuition even more in order to cover salaries for minimum wage increases. If numbers continue to drop we may be forced to close despite offering a high quality program that has successfully prepared children for kindergarten. There are some parents that will choose to stay with us but for other families we can't compete with free.

My business would have a significant loss of income. Even more devastating, teachers who love what they do would lose their jobs.

We would no longer be able to remain in business. Almost no profit is obtained from infants and toddlers, and there wouldn't be funds left to run the school/pay employees, etc.

We would be impacted significantly for the lower income group families

Do to the loss of income, my Center would have to close, putting nine people out of work.

I have a preschool with children ages 2-5. If i lose 3-4 year olds, i would have to lay off employees and possibly close the school.

As a Baltimore city provider in the inner city ,I already lose my 4 year olds to pre-k every September.My preschool room (3's and 4's) is only half full during a good enrollment period. Losing my 3 year olds

would leave me with a center for infants/toddlers and 2's. Although I'm licensed for 40 children my center has hovered around 30 enrolled for many years due to almost no 4 year olds.

I may have to rethink staying in the childcare business as it is difficult to budget with only infants and 2 year olds. Staff child ratios are higher for these age groups and Baltimore city voucher payments don't keep up with my tuition rates. Adding on extra fees for my parents to try to make up the difference presents a hardship on my parents and when I do this I lose even more children and families.

We would have to close down. Our profits come from the older children. We could not afford to staff open. We have been open for 50 years.

Huge impact. Currently we serve more than 80 two, three and four year olds in midtown Baltimore City. If universal pre-K for 3s and 4s is coming, we would be interested in a public plan that would partner with private centers in serving 3s and 4s, allowing us to stay in business while also serving the public need for more spots for the age group. If the only option under consideration is sending all 3s and 4s to public schools, we could go out of business since we'd lose 2/3 of our students to the free option. Our center is in an historic building that cannot be retro-fitted to serve infants and toddlers.

My center is based in a small community that employs eight full time teachers. If three and four year olds are placed in public schools - this will dramatically decrease our business to the point that we will have to close our doors. This will make us nonexistent in our community and will not only be detrimental to my family but to our community as a whole. Public school officials and other legislators need to stop trying to rush children and stop trying to put us childcare providers out of business.

3 and 4 years olds make up half of my enrollment. If I lost that enrollment, I would lose my business and have no way to provide for my family.

We will lose a lot of staff and income from families. Also, children need more play time not school environment.

I shudder to think of the impact this will have on three year olds! What is the plan for the three year old who is still working on potty training? Will there be age appropriate curriculum, materials, and activities? Or will they be required to sit at desks doing paperwork and testing? Our public schools are having a hard time getting it right for the children and families they presently serve. How can they add 3 year olds and promise families they'll do better than our childcare center and family based programs?

I would lose 50% of my enrollment and revenue. Thus having to fire an excellent group of educators in one location and possibly having to close my other location

It would be devastating!!!! We would have to shut down.

Losing our 3 and 4 year olds would be financially detrimental for our business, as their enrollment makes up the majority of our programs and it is the tuition vs. expense ratio of this part of the program that offsets the much higher expenses of offering care to the infants and toddlers. Without the preschoolers (3 and 4 yr) our expense/ budget ratio would be effected dramatically making it impossible to continue as a business; which would result in a loss of infant and toddler spaces that are already difficult to find and desperately needed by parents in order to be able to work. Losing the preschool part of the program has an impact far greater than just our capacity they are a huge part of our revenue that makes offering services for the other age groups possible. Families need more than 9-3 care for children of all ages and that simply will become increasingly difficult to find for any age if we lose our preschoolers as financially it will be extremely difficult for our centers survive. It would force us to have to increase the cost of care for other areas of the program in order to try and compensate and we all know that parents struggle to budget for the high costs of care as it is. Many infant and toddler parents are already paying the equivalent of monthly housing costs or more in tuition and are struggling to find reliable, high quality, licensed care because of the costs. Through conversations with parents it is clear tuition increases for the school age children in many cases would also put families in a situation of having to choose if quality care for their school age children is worth the cost and will result in many more children going home unattended afterschool as opposed to being in a licensed after school care program. This impacts the community as the lack of supervision and structure has been shown in the actions and choices that groups of unsupervised children make when it comes to the use of their time before their guardians come home. It also results in parents being less productive at work because it is incredibly difficult to focus

when you are worried about your child, policing home cameras and social media or feeling the need to constantly check on your child to ensure their safety in an increasingly dangerous world. There is no doubt that transitioning these ages to the school system have impacts for all parts of the community and would leave a number of hard working caring individuals out of work. These teachers have worked hard to continually meet and exceed the education and training requirements that MSDE continues to put in front of them. They have built an amazing yet specific skill set and are not typically qualified to accept teaching positions with equivalent pay and benefits in the public school system. These teachers would quickly be out of work and without the high cost of returning to college complete a degree would be left with an incredible skill set that is of no use to them and would be starting over in a new field. All those years of financial expenses to stay educated and qualified for nothing, just having to start a square one in a new industry. I feel that MSDE has not given enough thought to the the over arching effects that transitioning the preschool aged children to public school programs would have on the communities at large. I hope that the legislature takes time to truly look at how this type of change would affect parents, providers, care givers, business owners (of all types) and families in the community before embarking on this process as I feel that the impact will be far greater than they have predicted or considered.

We would lose over half of our income!!!

Our business would have to close due to loss of profits

It would impact our center in such a negative way. The 3's and 4's make up majority of our enrollment. The teacher would be out of jobs resulting in a potential closure of the center.

My business would loss revenue of 468,000 a year. Also, many of my teachers and assistants would be out of a job. These teachers have invested years of money and education to work in childcare. The state should look it to investing in quality childcare centers instead and funding 3/4 year programs through childcare centers. It would be easier and less expensive for the state to invest in centers.

GREATLY! 3 and 4 year olds make up roughly 50% of our enrollment. Without 3 and 4 year olds, my program would not be able to keep the doors open...

Due to teacher to child ratios, our older classrooms are the only ones that make enough profit to be able to supply learning materials, classroom improvements, teacher incentives and continuing education funds, etc. Younger age groups, such as infants and toddlers, need at least one full time Lead qualified teacher for every 3 children. Unless our rates increase to \$600+ per week for infants and toddlers, it is not sustainable. If we did increase our rates to \$600+ per week, there would be very few parents who could afford care. Look to what is happening in Washington DC where public Pre-K has taken effect. Early learning centers have closed in drives for these reasons and they are now scrambling to find centers so parents with infants and toddlers can actually work. So this will also effect the job market and local economy.

We would close our doors as our 3's and 4's are 99% of our business! We are the only small, church run center in our area. Many families rely on us to provide an education as well as an opportunity to know Jesus.

We would have to close!!

We are a church sponsored Pre-school, which serves 3 & 4 yr. olds. As the county has already started to offer more pre-k spots in our area, our enrollment this year is down. Last year, we offered 1 Tot class and 2 Pre-k classes. This year we have 1 of each. We understand what the Kirwan Bill is trying to accomplish, and we do support it, but the impact on private childcare providers will be substantial. We are already discussing what changes we need to make in the near future in order to continue our Church based Ministry of reaching children and families for Christ. Those whose livelihood depends on this age group will struggle or possibly be forced to close. Is there a way for Kirwan to work with providers, since they are a resource of facility, staff, and children already in operation?

Very likely it would shut us down. We can't survive on infant and toddlers alone due to the licensing regulations with ratios. And not only my own place where I work, but this would also affect quality education over all and limit school choice!

we would either have to close or become an all infant center

It would greatly impact our center, we would lose many children, causing "before and after" problems for parents, children then are pushed into the system too early, not giving children a chance to be children, we need 3-4 year olds in our center to continue to stay alive, to continue to thrive, to continue to grow in the community

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My business (3- and 4- year-old preschool) would close.

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While it would be bad for my business, I am not against it, because I support universal Pre-K in Maryland. As an early childhood educator, I believe that all children in our state, regardless of income, deserve access to high quality early childhood education.

It would destroy our schools and put us out of business

In a world where 3s and 4s only need before and after school care, I would still need to charge the same rate I charge for a full day of care. Because, while I would be cutting employees hours and laying teachers off, I would need to purchase another bus, or two, to meet this need. If there even is a need. And if there is not a need, that is great for parents of a 4 year old. Until they have a baby. Because now, I have laid off teachers and closed classrooms, but in order to pay my mortgage and employee benefits, I have almost doubled my infant tuition to \$700 per week, and my 2s tuition would be \$600 per week. Parents are not going to pay this. One parent will stop working, decreasing revenue from income taxes for the state and federal government. And then my doors will close, adding to the deficit of income taxes, and raising the unemployment rate.

In a world where parents are given the choice to keep their children in my care for a full day, nothing changes for my business, or my expanding families.

Minimum wage has increased and we didn't have to raise our tuition. However, if we lost the greatest source of revenue, our 3s and 4s then our tuition would have to increase substantially to be able to pay our teachers a living wage. Our parents already pay over \$2,000 a month for infant care. We are an accredited school and have a long wait list. It is already a huge investment to pay that much but I shouldn't have to ask them to pay more. And I can't just turn my three year old rooms into infant rooms. Three year old rooms can hold up to 20 children, 4s can hold 24. Infants can hold 6..... see the difference in revenue.... My teachers have their bachelor's degrees, and CDAs. They are highly qualified and should be paid as such. Our programming is high among the nation and we have very high health and safety standards, better than public schools (I came from a long career in public schools).

This would take a lot of our income away from us. Staffing would become an issue. We would need to have before and after care for them and make room on days off of school and summer. We would not be able to fill those rooms with 2s or infants considering we would still need to make room for them.

Our numbers are already low due to most children in my area attending the full day Pre-k. We would have to end up closing down another classroom. It would be difficult to transport due to the added cost of extra staff member on van and purchasing extra car seats

It has always been part of culture and environment. It would be a disappointment to our childcare systems. I do not like it

Significantly- that is 75% of my business

This would be a huge impact on my program we house 80 preschoolers daily.

Significantly- that is 75% of my business

Public PreK can't even meet the accreditation standards that we private centers do, it is completely inappropriate to extend that to 3's as well.

It would likely put us out of business as that makes up the bulk of our preschool program.

Our school would be seriously impacted if we lost 3-4 year olds to the public schools. We have been in business for 47 years. We added a 2 year old program to help serve the community as people were looking for 2 year preschool. If we lost our 3-4's we would not only lose the families we treasure but we would also have to cut our staff and lose 6 of our 8 staff members.

Providing 3-4's schooling in a public school setting would put our school out of business.

75% of our school is 3-4's. Losing this group impact us financially and we wouldn't be able to stay open. We would also have to let go 6 staff members.

It would force us to close our business. The only profit margin we have in small business is with our 3-4 year olds. Programs would not be able to stay open to serve children two and under due to the ratios. The whole child care business in Maryland would be in crisis. Tuition costs for children two and under would sky rocket to adjust for the loss.

absolutely devastating 80% of my enrollment is the 3 and 4 year old classes

It would put us out of business.

At this time it would drastically change our enrollment, as this is the largest class group we have, therefore causing a loss in revenue

It would completely put myself and my 32 employees out of work—many who have worked for me from 15-28 years!

This is NOT small business friendly!

It would do more than just impact it would close my business public Prek is destroying center based learning all over the state

Losing 3 and 4 year olds would kill my business. It is already a struggle to maintain the enrollment to survive with schools taking Pre-K 3's and 4's.

Would require to double tuition on infant , toddlers, twos. And in rural eastern shore would probably lead to closing down because economy can't hand \$1500 month for even quality child care.

Have to sell off half of business. Couldn't support the full building and losing 10% of income

We would have shut our business down. Since we are licensed for 135. And only have 24 infant and under 2 year old. This law would crush my business. I would have to shut my center down. We have 19 teachers. 6 are in the infant and toddler rooms. The remaining 13 would lose their jobs. This would devastate the entire child care system. Why would the state want to do this? It doesn't add up.

Will probably shut it down

I will have to close my center because those 3-4 year olds are the ones that are keeping me still standing. Definitely the worst public schools will take away from us. If this bill materializes then there's no point for me to keep on going.

Our church based preschool would be in serious jeopardy if we lost 3 and 4 year olds to public schools. We are for ages 2-5, so we would need to restructure our entire program. We would likely end up closing our school if public schools included those ages.

It would close our doors, right now our 3 and 4 year olds are one of our largest groups.

We'd likely have to close our school if almost 200 students in Rockville, Md if we lost our 3s and 4s. Infant/toddler ratios make the service so expensive that it's hard to sustain a program without spreading the cost across older children with higher child/staff ratios. It would be devastating to our school and community if our program was unable to sustain the school.

We would have to close. We only have children 2-Prek.

We would have to let most of the staff go, change our program to only IT &SA, or go out of business.

That is most of my center. I only take children ages 2-5 yrs. I would just close my doors and go into a new profession. I love what I do and have owned my center for 18 years but this would destroy me and my business and put 15 people out of a job.

We would have to close 5 of our 15 classrooms and 12 people would be out of work.

I would go out of business

We are a small center where over half of our enrollment is 3 and 4 year olds. If we lost our 3's and 4's it would cause a rate increase in our infants and toddlers making their care far less affordable possibly affecting many more families.

We would be seriously impacted financially if our enrollment dropped in these ages.

My business would not be able to survive making a huge impact on infant tuition. Infant tuition would skyrocket, because that would be the main income source for childcare providers and child care centers.

We would have to close our early childhood program.

It would decimate it

I would lose 40 students in one program and 80 in the other. I would not be able to pay rent, pay staff payroll and health insurance and would have to close. I can't survive on infants alone. The demand for 2s is not as high as 3 and 4 year olds. So my 2s can't increase in my business to cover the loss for 3s and 4s. I also can't understand what before and after care will be provided for 3s and 4s in public school. Open Door puts 100 kids in the cafeteria for before and after. How will that work with 3 and 4 year olds, ratios, safety and potty training? 3s and 4s can't use bathrooms alone. They are not mature enough yet. I worry for the safety of these young kids in public school.

Leasing or empty space that would only be for before and after preschool would be costly if not difficult to find. Fees which are already on the parents would need to be raised in order to entice people to work a split shift. I can not imagine many people will continue in this field, yet alone decide to start a career where you work a split shift day for a preschool program. It is difficult to hire staff in school age programs now, I can not imagine it for preschool. Also, the requirements for preschool staff are already making it difficult to hire in this field. People with 2 and 4 year degrees are not going to apply for split shift jobs. Cost of infant and toddler programs would need to increase to offset the loss of income from the preschool programs. Another burden on parents who will look for cheaper options which are usually unlicensed programs.

We would no longer be able to stay in business if our only families were infants and two year olds

Leasing or empty space that would only be for before and after preschool would be costly if not difficult to find. Fees which are already on the parents would need to be raised in order to entice people to work a split shift. I can not imagine many people will continue in this field, yet alone decide to start a career where you work a split shift day for a preschool program. It is difficult to hire staff in school age programs now, I can not imagine it for preschool. Also, the requirements for preschool staff are already making it difficult to hire in this field. People with 2 and 4 year degrees are not going to apply for split shift jobs. Cost of infant and toddler programs would need to increase to offset the loss of income from the preschool programs. Another burden on parents who will look for cheaper options which are usually unlicensed programs.

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Losing 3- and 4-year-olds would likely put us out of business. We are a part-time church preschool that is licensed as child care, accredited by MSDE, and EXCELS Level 5. However, the bill as it stands would require us to eliminate all religious aspects of program for 6.5 hours a day, 5 days a week, 180 days a year (which is longer than we currently operate) in order to participate as a community provider, which we already know our church governing body does not support doing. Yes, there may still be people who would be interested in paying for a parochial school experience, but those numbers are going to shrink when the competition is free/low cost and provides more hours than traditional preschool. Lots of church preschools will end up out of business, especially since many only serve 3- and 4-year-olds.

It would cause our center to shut down classrooms and have to dismiss staff for lack of students.

Losing 3 and 4 year olds from our program would create the loss in jobs and income. It would force us to try to enroll more infants and toddlers at a very high tuition rate which is no guarantee that families could afford such high rates. It also could force us to close.

We would close. No one can run a center with just infants and toddlers. It not financially feasible.

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3-4 year olds are the bulk of our business. We are licensed for 2-5 only but only 12 of our 80 spaces are 2 year olds. Without 3-4 year olds, there is no question we will be out of business. Even if we restructure, we are limited to how many infants and toddlers we can have and we won't survive.

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We would be out of business. Our beautiful, intentional work with children and families would be lost.

This is so very sad. Childcare administration have us daycare providers doing all these different classes to be qualified working with children. For the removal of the children to be placed in school. Headstart was removing children from daycare. Now it's the school system. This is going to have a very big impact on childcare.

It would devastate our business.

Our program would close. We are not in a space that could be converted to infants and ty he expensive of operating infant care would be prohibitive. 20 early childhood professionals would lose their jobs. So would our maintenance, music teacher, Spanish teacher, yoga teacher and tech support person, all contractors. The community center where I pay for my lease would be vacant. 60 families would not have the option of our NAEYC accredited, Level 5 in EXCELS, highest quality program. Putting little three and four year olds in the institutional setting at a public school would be developmentally inappropriate.

We might have to close our dialysis accredited program.

We might have to close our dialysis accredited program.

It would virtually shut down our business as that is the majority of the children we have.

If we lost all of our 3 and 4 yr olds to the public schools that would be over half of our enrollment. Not to mention if we replaced those children with 2yr olds the numbers wouldnt add up because you can only have 12 2yr olds in a room.

We are licensed for 109 children. 3& 4 year olds comprise 72 children of our 109. That is roughly 2/3 of our business. That leaves the 37 infants and toddlers who we care for with out care because we would close. Additionally, we employ 30 people. Closing our doors will put 30 working people into the unemployment line.

I would no longer have a business. I am not exaggerating, I would be forced to close my doors. If I am left with infants with ratios of one teacher to three students and two year olds with one teacher to six students, I would not be able to pay my rent, teachers, insurances, educational materials, building maintenance, outdoor grounds maintenance, training, cleaning service etc. This would be devastating to ALL child care centers!

And if we are unable to pay our bills because we do not have the three and four-year-olds that have a ratio of 1 to 10 and allow us to make some income to pay our expenses, we will no longer be able to provide care for infants and toddlers so there will be a void in specialized care for the youngest children as well. How are the public schools going to take care of infants and toddlers when those trained to care for them and who have a true passion for caring for them are no longer available?

We are equipped and trained to provide the best care and education to children 0 to 5 and this would be a disservice to the children and the families of our community..

We will close and our community will lose infant & toddler care

This age group is 50% of my enrollment. If I loose half of my students I would be forced to close my doors.

I will not be able to continue to embrace the diverse multilingual families. Having a bilingual program has allowed me to promote the importance of bilingual education and appreciation of diversity and multiculturalism along with having a quality center. And not having enough children to cover cost of rent and salaries, I will have to close the center.



ARCHDIOCESE OF BALTIMORE † ARCHDIOCESE OF WASHINGTON † DIOCESE OF WILMINGTON

February 17, 2020

SB 1000 & HB 1300

Blueprint for Maryland's Future – Implementation (Policy Area One - Prekindergarten)

**House Ways & Means Committee / House Appropriations Committee
Senate Budget & Taxation Committee / Senate Education, Health & Environmental Affairs
Committees**

Position: SUPPORT w/ Amendments

The Maryland Catholic Conference has offered separate testimony in SUPPORT of the Blueprint for Maryland's Future legislation as a whole. Specifically, the Conference offers this testimony in SUPPORT of prekindergarten expansion in the Blueprint for Maryland's Future. The Conference represents the three (arch)dioceses serving Maryland, the Archdioceses of Baltimore and Washington and the Diocese of Wilmington, which together encompass over one million Marylanders. There are approximately 50,000 students served by over 150 PreK-12 Catholic schools in Maryland.

Mixed delivery prekindergarten expansion is not a new concept to the state of Maryland. It has been a successful model of delivery in Maryland since 2014 and has provided a model for quality prekindergarten access in other states, as well. When the General Assembly passed the Prekindergarten Expansion Act of 2014, it was acknowledged that Maryland would not be able to achieve a robust expansion of prekindergarten services to Maryland's children without the participation of private providers.

Since the beginning in Maryland, Catholic providers have participated in that expansion, winning competitive grant bids for programs to provide prekindergarten to four-year-old children whose family income is 300% of the federal poverty level (FPL) or lower. Catholic schools and other providers have the capacity to offer high quality seats at our programs and stand at the ready to partner with the state of Maryland in advancing the educational vision of the Kirwan Commission through the Blueprint for Maryland's Future legislation.

All three of (arch)dioceses serving Maryland have a strong commitment to education and recognize the important role that kindergarten-readiness plays in a child's educational development. Within the State of Maryland, there are approximately 120 prekindergarten programs in Catholic schools or parishes, in addition to Headstart programs. Nearly all are accredited by an accrediting agency recognized by MSDE and a vast majority of them employ state-certified prekindergarten teachers.

Through input from high quality Catholic prekindergarten providers and in conjunction with a coalition of largest provider associations, we offer the attached amendments that will hone the framework laid by SB 1000 / HB 1300 to provide a world-class system of mixed delivery for Maryland's three and four-year-old children.



ARCHDIOCESE OF BALTIMORE † ARCHDIOCESE OF WASHINGTON † DIOCESE OF WILMINGTON

Proposed Amendments to SB 1000 & HB 1300

Blueprint for Maryland's Future – Implementation (Policy Area One - Prekindergarten)

AMENDMENT No. 1

On page 128, line 17, after “(A)” insert:

“(1) SUBJECT TO THE REQUIRMENTS OF PARAGRAPH (2) AND (3) OF THIS SUBSECTION,”;

AMENDMENT No. 2

On page 128, line 18, insert:

“(2) A COUNTY MAKING A REQUEST UNDER SUBSECTION (A) SHALL HAVE THE BURDEN OF DEMONSTRATING THE LACK OF AVAILABLE PREKINDERGARTEN SLOTS IN ELIGIBLE PRIVATE PROVIDER PREKINDERGARTEN PROGRAMS.”

(3) IN PRIORITIZING PUBLIC SCHOOL CONTRUCTION REQUESTS, THE STATE SHALL CONSIDER WHETHER:

(I) A WAIVER UNDER 7-1A-03 OF THIS SUBTITLE HAS BEEN REQUESTED BY THE COUNTY; AND

(II) THE COUNTY HAS MET THE BURDEN OF DEMONSTRATING THE LACK OF AVAILABLE PREKINDERGARTEN SLOTS IN ELIGIBLE PRIVATE PROVIDER PROGRAMS IN THAT COUNTY FOR A CHILD TO ATTEND A PREKINDERGARTEN PROGRAM”

AMENDMENT No. 3

On page 128, line 19, after “(B)”, insert:

“AFTER DEMONSTRATING TO THE DEPARTMENT A LACK OF AVAILABLE PREKINDERGARTEN SLOTS IN ELIGIBLE PRIVATE PROVIDER PREKINDERGARTEN PROGRAMS,”

AMENDMENT No. 4

On page 42, line 20, after “ARTICLE”, insert:

“AND REGULATIONS ADOPTED BY THE DEPARTMENT AFTER JULY 1, 2020”

Amendment No. 5:

On page 43, line 1, strike: “~~EACH COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Amendment No. 6:

On page 43, line 3, strike: “~~COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Amendment No. 7:

On page 43, line 4, strike: “~~COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Amendment No. 8:

On page 43, line 19, strike: “~~EACH COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Amendment No. 9:

On page 43, line 20, strike: “~~EACH COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Amendment No. 10:

On page 43, line 23, strike: “~~COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Amendment No. 11:

On page 43, line 24, strike: “~~COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Amendment No. 12:

On page 43, line 24, strike: “~~2026~~” and insert: “2023”

Amendment No. 13:

On page 43, line 28, strike: “~~2026~~” and insert: “2023”

Amendment No. 14:

On page 123, strike in its entirety lines 10 – 33 and on page 124, strike in its entirety lines 1-5 and insert:

“(A) (1) THE DEPARTMENT SHALL ACHIEVE AN EQUITABLE MIXED DELIVERY OF PREKINDERGARTEN SLOTS ALLOCATED TO ELIGIBLE PUBLIC PROVIDERS AND ELIGIBLE PRIVATE PROVIDERS:

- (1) BY SETTING A GOAL OF AT LEAST 30% OF PREKINDERGARTEN SLOTS ALLOCATED TO ELIGIBLE PRIVATE PROVIDERS BEGINNING IN FISCAL YEAR 2021; AND,
- (2) BY SETTING A GOAL OF AT LEAST 50% OF PREKINDERGARTEN SLOTS ALLOCATED TO ELIGIBLE PRIVATE PROVIDERS BEGINNING IN FISCAL YEAR 2025 AND FOR ALL FISCAL YEARS THEREAFTER.”

Amendment No. 15:

On page 124, on line 15, strike beginning with “~~RESIDENCY THROUGH THE MARYLAND APPROVED ALTERNATIVE PREPARATION PROGRAM~~” and substitute “CERTIFICATION THROUGH THE MARYLAND APPROVED ALTERNATIVE PREPARATION PROGRAM OR CERTIFICATION APPROVED BY THE DEPARTMENT.”

Amendment No. 16:

On page 124, line 18, before “TEACHING ASSISTANTS”, insert: “BEGINNING IN FISCAL YEAR 2026,”

Amendment No. 17:

On page 126, line 14, before “EXPLICITLY”, insert: “NON-INCIDENTAL,”

Amendment No. 18:

On page 126, line 17, strike: “~~AND LOCATION~~”

Amendment No. 19:

On page 127, line 4, before “SHALL”, insert: “UPON A FINDING OF ACTUAL DISCRIMINATION, AFTER REVIEW BY THE DEPARTMENT AND AN ADMINISTRATIVE HEARING ON THE MANNER,”

MSCCA_Chris Peusch_FWA_SB1000

Uploaded by: O'DAY, GARRETT

Position: FWA



February 17, 2020

SB 1000 & HB 1300

Blueprint for Maryland's Future – Implementation (Policy Area One - Prekindergarten)

**House Ways & Means Committee / House Appropriations Committee
Senate Budget & Taxation Committee / Senate Education, Health & Environmental Affairs Committee**

Position: SUPPORT w/ Amendments

Our coalition is comprised of 7 associations and organizations that together represent 10,000 entities that currently provide quality early childhood education to approximately 150,000 Maryland children.

This coalition supports the Blueprint for Maryland's Future as a means to achieving a world-class education system for all Maryland students. Specifically, community-based private providers are excited to partner with the state on expansion of prekindergarten to Maryland three and four-year-olds. We offer below the general provisions that we believe are necessary to serve those students through the proposed mixed-delivery partnership.

Please find attached our suggested amendments.

The Coalition supports:

1. A goal of at least 50% of slots utilizing community-based providers.
2. Establish a sliding scale payment system to be in effect by FY 2023.
3. Authority, oversight, and a funding model wherein the money flows to all public and eligible private expansion sites from MSDE.
4. Alternative pathways to teacher certification must be created for those currently working in community-based programs and community-based settings should be allowed to hire teachers that hold a bachelor's degree and pursue certification, as allowed in public schools.
5. Pre-K Expansion sites to be eligible to participate at EXCELS Level 3 and be allotted 5 years to get to an EXCELS level 5.

Amendments to Senate Bill 1000 & House Bill 1300

AMENDMENT No. 1

On page 128, line 17, after “(A)” insert:

“(1) SUBJECT TO THE REQUIRMENTS OF PARAGRAPH (2) AND (3) OF THIS SUBSECTION,”;

Explanation: Amendments 1 through 3 refer to the prioritization of school construction for prekindergarten schools. Under the amendments, a county would have the burden of showing there are no available prekindergarten slots in private provider programs. The amendments require justification by a county for state approval of a project.

AMENDMENT No. 2

On page 128, line 18, insert:

“(2) A COUNTY MAKING A REQUEST UNDER SUBSECTION (A) SHALL HAVE THE BURDEN OF DEMONSTRATING THE LACK OF AVAILABLE PREKINDERGARTEN SLOTS IN ELIGIBLE PRIVATE PROVIDER PREKINDERGARTEN PROGRAMS.”

(3) IN PRIORITIZING PUBLIC SCHOOL CONTRUCTION REQUESTS, THE STATE SHALL CONSIDER WHETHER:

(I) A WAIVER UNDER 7-1A-03 OF THIS SUBTITLE HAS BEEN REQUESTED BY THE COUNTY; AND

(II) THE COUNTY HAS MET THE BURDEN OF DEMONSTRATING THE LACK OF AVAILABLE PREKINDERGARTEN SLOTS IN ELIGIBLE PRIVATE PROVIDER PROGRAMS IN THAT COUNTY FOR A CHILD TO ATTEND A PREKINDERGARTEN PROGRAM”

Explanation: See explanation to Amendment No. 1.

AMENDMENT No. 3

On page 128, line 19, after “(B)”, insert:

“AFTER DEMONSTRATING TO THE DEPARTMENT A LACK OF AVAILABLE PREKINDERGARTEN SLOTS IN ELIGIBLE PRIVATE PROVIDER PREKINDERGARTEN PROGRAMS,”

Explanation: See explanation to Amendment No. 1.

AMENDMENT No. 4

On page 42, on line 20, after “(B)”, insert (1); and on the same page, after “ARTICLE”, insert “AND REGULATIONS ADOPTED BY THE DEPARTMENT AFTER JULY 1, 2020.”

“(2) A COUNTY MAY NOT IMPOSE ADDITIONAL ELIGIBILITY CRITERIA.”

Explanation: Amendment 4 prohibits a county from imposing eligibility requirements for private providers to qualify for prekindergarten education.

AMENDMENT No. 5:

On page 43, line 1, strike: “~~EACH COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Explanation: Amendments 5 through 11 transfers the flow of money from county boards of education to MSDE. In the legislation, the State share and local share flows from the State and the counties to the county boards and the county boards then distribute the funding amount to each publicly funded prekindergarten provider. The Child Care Scholarship and Pre-k Expansion Grant program is currently administered by MSDE. MSDE has the systems and expertise in place to administer the distribution of the local and state share.

AMENDMENT No. 6:

On page 43, line 3, strike: “~~COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Explanation: See explanation to Amendment No. 5.

AMENDMENT No. 7:

On page 43, line 4, strike: “~~COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Explanation: See explanation to Amendment No. 5.

AMENDMENT No. 8:

On page 43, line 19, strike: “~~EACH COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Explanation: See explanation to Amendment No. 5.

AMENDMENT No. 9:

On page 43, line 20, strike: “~~EACH COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Explanation: See explanation to Amendment No. 5.

AMENDMENT No. 10:

On page 43, line 23, strike: “~~COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Explanation: See explanation to Amendment No. 5.

AMENDMENT No. 11:

On page 43, line 24, strike: “~~COUNTY BOARD~~” and insert: “THE DEPARTMENT”

Explanation: See explanation to Amendment No. 5.

AMENDMENT No. 12:

On page 43, line 24, strike: “2026” and insert: “2023”

Explanation: This amendment moves up the implementation of the sliding scale from FY 2026 to FY 2023. This amendment will allow for more Tier II children to be access quality prekindergarten providers if the funds are available.

AMENDMENT No. 13:

On page 43, line 28, strike: “2026” and insert: “2023”

Explanation: See explanation to Amendment No. 12.

AMENDMENT No. 14:

On page 123, strike in its entirety lines 10 – 33 and on page 124, strike in its entirety lines 1-5 and insert:

“(A) (1) THE DEPARTMENT SHALL ACHIEVE AN EQUITABLE MIXED DELIVERY OF PREKINDERGARTEN SLOTS ALLOCATED TO ELIGIBLE PUBLIC PROVIDERS AND ELIGIBLE PRIVATE PROVIDERS:

- (1) BY SETTING A GOAL OF AT LEAST 30% OF PREKINDERGARTEN SLOTS ALLOCATED TO ELIGIBLE PRIVATE PROVIDERS BEGINNING IN FISCAL YEAR 2021; AND,
- (2) BY SETTING A GOAL OF AT LEAST 50% OF PREKINDERGARTEN SLOTS ALLOCATED TO ELIGIBLE PRIVATE PROVIDERS BEGINNING IN FISCAL YEAR 2025 AND FOR ALL FISCAL YEARS THEREAFTER.”

Explanation: The waiver language is unclear and propose an amendment to state that it is a goal to provide an expansion of at least 30% of new prekindergarten slots to eligible private providers in the first year, moving to 50% in 2025 consistent with the recommendations of the Commission. It is clear from conversations with three of the largest school districts in the state that they have neither the space nor the staff to expand seats at the rate suggested by the Blueprint.

AMENDMENT No. 15:

On page 124, on line 15, strike beginning with “~~RESIDENCY THROUGH THE MARYLAND APPROVED ALTERNATIVE PREPARATION PROGRAM~~” and substitute “CERTIFICATION THROUGH THE MARYLAND APPROVED ALTERNATIVE PREPARATION PROGRAM OR CERTIFICATION APPROVED BY THE DEPARTMENT.”

Explanation: The language defining residency is unclear and as this may become law, this amendment defers the alternative pathway to teacher certification should be pathway approved by The Department.

AMENDMENT No. 16:

On page 124, line 18, before “TEACHING ASSISTANTS”, insert: “BEGINNING IN FISCAL YEAR 2026,”

Explanation: This amendment is necessary as there is already a critical workforce shortage in child care programs and should this language be adopted in year 2021, the shortage will escalate leaving child care programs bereft of qualified teachers consequently impacting children's safety and working parents access to child care because providers cannot stay open without qualified staff. Many of the teachers working in childcare programs hold CDA's and AA degrees and if private providers are not at a 50% mixed delivery level in year one, we will lose qualified teachers to higher paying positions as teaching assistants in public schools. Changing the requirements to year 5 phase in will help maintain and build capacity for both public and private prekindergarten as those with high school diplomas working as assistant teachers will have more time to meet the new requirements.

AMENDMENT No. 17:

On page 126, line 14, before "EXPLICITLY", insert: "NON-INCIDENTAL,"

AMENDMENT No. 18:

On page 126, line 17, strike: "~~AND LOCATION~~"

AMENDMENT No. 19

On page 118, line 18, after "State", insert: "OR A TEACHER WITH A BACHELOR'S DEGREE PURSUING MARYLAND ALTERNATIVE PREPARATION PROGRAM OR STATE CERTIFICATION APPROVED BY THE DEPARTMENT"

AMENDMENT No. 20

On page 118, line 16, strike "~~average~~" and substitute "MAXIMUM"

AACPS Blueprint SWA HB1300-SB1000 2.17.20

Uploaded by: Ortiz, Jeanette

Position: FWA



HB1300/SB1000 BLUEPRINT FOR MARYLAND'S FUTURE - IMPLEMENTATION

February 17, 2020

APPROPRIATIONS COMMITTEE

WAYS AND MEANS COMMITTEE

BUDGET AND TAXATION COMMITTEE

EDUCATION, HEALTH, AND ENVIRONMENTAL AFFAIRS COMMITTEE

SUPPORT WITH AMENDMENTS

Jeanette Ortiz, Esq., Legislative & Policy Counsel (410.703.5352)

Anne Arundel County Public Schools (AACPS) supports **HB1300/SB1000 Blueprint for Maryland's Future - Implementation** with amendments. This legislation implements the recommendations of The Blueprint for Maryland's Future that are intended to transform Maryland's early childhood, primary, and secondary education system to the levels of high-performing systems around the world. The bill focuses on the following five policy areas as identified in the preliminary report of the Commission on Innovation and Excellence in Education (Kirwan Commission):

- Early childhood education;
- High-quality and diverse teachers and leaders;
- College and career readiness pathways, including career and technical education;
- More resources to ensure all students are successful; and
- Governance and accountability.

Strong State and county funding support of Pre-K–12 public education will ensure that all students have the programs, services, and instructional support needed to meet rigorous standards established for student performance. AACPS supports the charge of the Commission on Innovation and Excellence in Education to review and address education funding issues in Maryland, particularly the enormous statewide education funding gap, which lags by nearly \$3 billion in State funding and nearly \$1 billion in local government investments.

AACPS believes that Maryland should move forward by adopting meaningful changes to the current school funding formulas, which now dates back to 2002. Accordingly, we support comprehensive changes to enhance our school funding formulas by increasing the base amount of funding for all students, sustaining and increasing the additional weighted per-pupil funding for our English Language Learners and students living in poverty, and significantly increasing the weighted funding amount for students receiving special education services. AACPS also supports adopting per pupil funding allocations for current and expanded Pre-K programs. As such, we greatly appreciate the work of the Kirwan Commission to tackle these difficult but important education issues.

The additional State funding investment proposed in the legislation relates to several key priority areas for AACPS, including grants, Pre-K funding, increases in teacher salaries, mental health services, special education, and supplemental instruction for struggling learners. Focusing on these particular areas will help AACPS fulfill its goal to elevate all students and eliminate all gaps. AACPS supports:

- High quality early education programs;
- Teacher preparation programs becoming more rigorous, and induction programs being more systematically integrated with teacher preparation;
- Increased State and local funding investments to expanding student access to college and career ready pathways; and
- Recommendations to provide a system that ensures all students are successful, regardless of income, language acquisition skills, or accommodations related to special education or physical disability.

While we strongly support the work of the Commission and the priorities identified in the proposed legislation, AACPS respectfully requests that HB1300/SB1000 be amended and clarified to address a few initial areas of concern.

First, tracking various revenue sources at the individual school level (75%-100% depending on the revenue source) will require a budgeting and financial reporting process and comprehensive computerized fiscal system restructuring for most districts in Maryland. Currently, unrestricted State Bridge to Excellence revenue and unrestricted County revenue is not required to be tracked down to the individual school or per pupil level. AACPS would need to add the following in order to meet these financial requirements as well as the new requirement to create and routinely update the Blueprint's specified Implementation Plan.

- A Budget Analyst FTE at \$113,600 (for budget allocation disbursement and tracking in the Budget Department);
- An Accountant FTE at \$113,600 (for mandated expenditure reporting/tracking in the Accounting Department);
- A Data Analyst FTE at \$102,000 (to statistically map resources down to the student/school level in the Instructional Data Department);
- A Program Manager FTE at \$118,900 (develops and continuously updates the Blueprint's Implementation Plan and all other reporting requirements); and
- \$100,000 in contracted consulting services required for modifications and upgrades to the budgeting and financial reporting systems to ensure accurate revenue allocations to each school and to track actual expenditures at the school and per pupil level.

Second, we recommend that the fiscal years on page 10 in lines 17 and 20 be amended to fiscal year 2024. Because the budgeting reporting requirement begin in fiscal year 2023, amending the language would allow school systems to report beginning with actual fiscal year 2023 expenditures as opposed to fiscal year 2022 expenditures as currently drafted. We also question whether the per pupil expenditure report submitted through the Every Student Succeeds Act (ESSA) meets the requirement established in this section requirement. If it does not, AACPS requests that the committees consider allowing the ESSA per pupil expenditure report to be submitted by school systems to fulfill this reporting requirement.

Third, AACPS has concerns that the bill does not include funding for school system management of private Pre-K providers. Managing and coordinating increased Pre-K opportunities by private providers will result in more work and resources expended by local school systems. Accordingly, we request that the legislation provide funding for the increased costs related to administer the Pre-K program to include monitoring of private providers and setting up structures and processes to collect the "family share" of Tier II/III 4-year old students.

Fourth, we recommend that the CTE Committee be removed from the legislation.

Fifth, we request that the definition of “teacher” be revised to include all certificated employees. The current definition excludes employees at AACPS who are currently represented by the same bargaining unit as teachers. As drafted, the bill specifically excludes certain positions from the definition of “teacher,” including social workers, psychologists, and curriculum specialists.

Sixth, AACPS has concerns with various implementation dates that simply do not allow school systems enough time to take the necessary steps to begin implementing the requirements set forth in the bill. For example, the legislation requires local school systems to contract with private providers to account for at least 30% of the eligible Pre-K providers for the 2020-2021 school year. This is insufficient time to identify, contract with, establish and enroll students with private placements. Similarly, Section 7 of the legislation requires local school systems to develop a behavioral health plan by November 1 of this year. This is insufficient time to adequately review and develop a comprehensive plan. Another example is the requirement that the Accountability and Implementation Board to develop a Comprehensive Implementation Plan no later than December 15, 2020. Again, this is insufficient time for such an enormous undertaking. We believe that the Board needs adequate time to ensure that the Comprehensive Implementation Plan is viable. As such, we request that an additional review of the implementation dates occur to ensure that school systems and the various entities in the legislation have the time necessary to effectively implement the requirements set forth in the bill.

Finally, we have general concerns about the numerous accountability bodies created in the legislation. There is currently significant education oversight in place and it is unclear, as drafted in the legislation, how the newly created oversight bodies align with current oversight bodies in the State.

Accordingly, AACPS respectfully requests a **FAVORABLE** committee report with the proposed amendments on HB1300/SB1000.

MSPA_FWA_SB1000

Uploaded by: Potter, Dr. Kyle

Position: FWA



February 17, 2020

Bill: HB 1300/SB 1000 – The Blueprint for Maryland’s Future-Implementation

Position: Support with Amendments

Dear Chairs, Vice-Chairs, Senators, and Delegates,

We are writing to express strong support from the Maryland School Psychologists’ Association (MSPA) for House Bill 1300 and Senate Bill 1000 - The Blueprint for Maryland’s Future. MSPA is a professional organization representing about 500 school psychologists in Maryland. School psychologists have extensive training and expertise in evaluation, data collection and analysis, mental health service provision, academic and behavioral intervention, and staff development. School psychologists support our state’s schools and have marked positive impact students’ academic and behavioral health outcomes.

MSPA is grateful to have the opportunity to support this highly anticipated legislation aimed to ensure a world-class education for each and every one of Maryland’s students. As mental health providers charged with supporting students’ social emotional, and behavioral successes, we have a unique perspective in appreciating the broad focus and goals of the legislation, particularly with regard to mental health services.

House Bill 1300/Senate Bill 1000, as currently written, includes language that intentionally excludes school psychologists, as well as other non-classroom based educators, from the career ladder program contained in the bill. However, 80% of school psychologists who practice in Maryland bargain under the same contract as our teacher colleagues. As currently written, the bill provides no opportunities for school psychologists to advance in their career and earn a higher salary as we are not eligible to obtain a National Board Certification through the National Board for Professional Teaching Standards. Without opportunities for equitable career advancement, similar to what is offered to our colleagues, school systems across Maryland will struggle to recruit and retain the most highly qualified school psychologists. This, in turn, restricts our students’ access to frontline mental health treatment, along with the other comprehensive services our schools rely on us to provide.

In addition, the current language in the bill excludes the recommendations from the Kirwan Commission report for ratios of school psychologists. Specifically, the Commission recommended increased staffing of school psychologists to levels commensurate with nationally-recognized ratios (i.e., 1 school psychologist for every 500-700 students). School psychologists in Maryland are currently serving students with a staffing ratio that is often at least three times higher than recommended. Such high ratios impact school psychologists’ availability to directly service the mental health and educational needs of students with fidelity.

We strongly encourage the committee members to consider proposed amendments to address our exclusion from the career ladder program and our ratios of staff to students. MSPA is ready to assist in any way possible as further considerations are made. Please feel free to contact us at legislative@mspaonline.org if we can be of any further assistance. Thank you for your support of this important bill.

Respectfully submitted,

Kyle Potter, Ph.D., NCSP
Chair, Legislative Committee
Maryland School Psychologists’ Association

Bradley D. Petry, Psy.D.
President 2019-2020
Maryland School Psychologists’ Association

MAREE_Rob Ruffins_FWA_HB1300

Uploaded by: Ruffins, Rob

Position: FWA



House Appropriations Committee and House Ways and Means of the Maryland House of Delegates

6 Bladen St, Annapolis, MD 21401

House Office Building

Annapolis, Maryland 21401

February 17th, 2020

Maryland Alliance for Racial Equity in Education Testimony on House Bill 1300/Senate Bill 1000: Favorable with Amendments

Chair McIntosh, Chair Kaiser, and members of the House Ways and Means and Appropriations Committee,

Thank you for the opportunity to comment on HB1300/Senate Bill 1000. We the Maryland Alliance for Racial Equity in Education (MAREE) are a coalition of 15 education advocacy, civil rights, and community-based organizations that are committed to eliminating the long-standing racial disparities in Maryland's education system. Our research has found that Maryland's disparities in academic outcomes stem from inequities in access to resources and opportunities. Maryland provides Black and Latino students with the least of the resources that matter most.

Over the last year MAREE worked in partnership with stakeholders from across the state to develop policy recommendations to ensure that Black and Latino students in Maryland have access to the resources that matter most. These recommendations are supported by more than two dozen organizations across the state, as well as Dr. William Kirwan himself. It is our belief that HB1300/SB1000 represents a significant step forward relative to the current status quo in Maryland, but improvements must be made to the bill to address historical inequities in the state.

In this document you will find our assessment of the aspects of the bill that we believe are positive as well as the areas that we believe need to be improved. We have also attached our proposed amendments for how the bill can be strengthened. Our goal is to continue to work in partnership with the General Assembly, and we thank you for your commitment to ensuring that all students have access to a world class education. Please reach out to Cathryn Paul at cpaul@wearecasa.org if you have any questions or if we can be of assistance.

Sincerely,

The Members of the Maryland Alliance for Racial Equity in Education



MARYLAND ALLIANCE FOR RACIAL EQUITY IN EDUCATION ASKS: Implementing the Kirwan Commission's Recommendations

1. EQUITABLE FUNDING: Ensure that the funding formula for Maryland schools addresses race- and class-based inequities by targeting the bulk of new money to the schools and educators serving our students with the greatest needs.



i. Maintain Maryland's progressive funding weights for low-income students, English learners, and students with disabilities. (While also adopting the proposed concentration of poverty investment.)

incomplete

ii. Close loopholes to ensure that state resources are focused on the highest-need districts (e.g., by adjusting remaining "floor" to account for the differing capacities of districts to pay, preserving requirements for local contribution to education, **and ensuring equity in college and career readiness funding**).



iii. Require that the funds generated to address the needs of low-income students, English learners, and students with disabilities are actually used to support those students within the district and include appropriate accountability mechanisms.



iv. Ensure that Maryland counts all students living in poverty, regardless of their immigration status or their family's decision to participate in public assistance programs, by using a blend of both direct outreach to families through income surveys and expansion of Maryland's use of "direct certification" data to include enrollment in Medicaid.

To ensure that this money is spent in ways that improve opportunities and outcomes, particularly for students of color, the Coalition also asks that the Legislature implement the following policies:

2. HIGH-QUALITY AND DIVERSE TEACHERS AND LEADERS: The Kirwan Commission's recommendations to turn teaching in Maryland into a high-status profession are a good start. In implementing these recommendations, MAREE urges the Legislature to:

(a) Require that districts address the inequitable access to strong teachers for students of color and students from low-income backgrounds.

incomplete

i. In exchange for new Kirwan funding, require districts to annually report data on assignment to novice, out-of-field, and ineffective teachers and disaggregated data on turnover AND take meaningful action to address those inequities (which must include providing incentives — financial or otherwise — to recruit or retain strong teachers in high-need schools and to teach high-need students within those schools).

incomplete

ii. In exchange for new Kirwan funding, require districts to prioritize teacher leader roles in the highest-need schools or teachers of high-need students.



iii. Require all future general education teachers to take at least one course and demonstrate competencies in teaching English learners.

(b) Support the quality preparation of teacher candidates to teach a diverse student population, including supporting the preparation and retention of more educators of color.



- i. Fund grants for HBCUs, HACUs, and MSIs, and alternative certification programs with a track record of preparing diverse and high-quality teachers and leaders, to support their efforts to prepare candidates for success in the classroom, including as measured by new licensure exams. To ensure these awards fund programs that provide high-quality preparation, the state could require the programs to demonstrate high first-time pass rates on licensure exams.



- a. Fund grants for the development of partnership programs between community colleges, four-year colleges and universities, and graduate programs with the goal of building a better pipeline into the teaching and school leadership professions for people of color.

incomplete

- ii. Require all teacher preparation programs and alternative certification programs to publicly report data on the diversity of students, graduates, and graduates who pass licensure exams the first time.



- iii. Create and fund a “grow-your-own” pathway into the teaching profession for candidates from untapped sources (e.g., local high schools, paraprofessionals, after-school staff, youth development workers, etc.) who are likely to reflect the student population and are already dedicated to serving students of color.

incomplete

- iv. Expand teaching scholarships and loan assistance for highly skilled and diverse candidates to teach in high-need schools — and require a commitment of four years, target the program to the highest-need schools in the state, and require MHEC to report on the geographic and racial diversity of recipients of scholarships and loan assistance.



- v. Invest in a state-funded annual salary supplement for bilingual educators who both fill a critical need for the state’s rapidly growing English learner population and enhance the racial and ethnic diversity of the workforce.

(c) **COLLEGE AND CAREER READINESS PATHWAYS:** Address disparities in access to rigorous coursework by addressing financial barriers and ensuring that high-achieving students are automatically enrolled in advanced courses, rather than relying solely on the recommendations of educators.



- i. Require that districts use universal screening to identify students for elementary gifted and talented programs.



- ii. Require that districts automatically enroll any high-performing student in the next most rigorous level of courses or programs available in that subject.

incomplete

- iii. Address financial barriers to participation in Advanced Placement and dual enrollment, by waiving the cost of AP exams for students from low-income families and prohibiting public post-secondary institutions from charging fees to low-income students who are dually enrolled.



- iv. Require data transparency to identify and address any racialized tracking due to the new pathways.

4. CAREER AND TECHNICAL EDUCATION: Put guardrails in place to ensure that all curricular and instructional programs and offerings provide essential competencies for students to be successful in college and career.



i. Require districts to provide adequate planning and provision of CTE programs that are aligned with the highest market demand and appropriate industry standards for all students.



ii. Require districts to annually report data on rates of enrollment, success on technical assessments, proficiency rates on high school reading and math assessments, attainment of college credit, and percentage of students employed in job in CTE field within six months of graduating for students overall, by racial/ethnic and socioeconomic group, and by CTE program. Require districts with disparities to explain the root causes of those gaps and to take meaningful action to address them.



iii. Ensure that districts have the resources (operational and capital) to design and provide high-quality CTE programs aligned with the highest market demand and appropriate industry standards for all students.



iv. Fund grants for students from low-income backgrounds to participate in paid externships.



v. Require that, by the end of eighth grade, schools support every student and their family in developing and following an individualized plan to assist the student in making decisions about curricular and instructional programs and offerings as part of their overall postsecondary plan.

5. EARLY CHILDHOOD EDUCATION: Increase access to high-quality early childhood education for children of color, children from low-income families, children with disabilities, and dual-language learners.



i. Provide guidance on how districts should determine who gets access to full-day Pre-K slots and extended-day services, prioritizing (a) students from families with the lowest incomes, (b) students with special education needs, and (c) students who are English learners, and especially (d) students who qualify as having multiple needs.



ii. Require that any participating early childhood program be subject to the same regulations as public prekindergarten programs, including the ban on suspensions and expulsions, in order to access public funds.

MEMBERS



SUPPORTING ORGANIZATIONS



**MAREE Amendments to the Blueprint for Maryland's Future
(HB 1300/SB 1000)**

Overall, the Blueprint for Maryland's Future bill is a good first step for Maryland students and families. However, improvements must be made to the bill to address historical inequities in the state. The Maryland Alliance for Racial Equity in Education (MAREE) proposes released a set of recommendations that would ensure that Black and Latino students in Maryland have access to the resources that matter most. To support the bill, the coalition asks that the General Assembly to make the following changes.

College and Career Readiness

After reviewing the bill, MAREE is most concerned about the equity implications of the college and career readiness pathways. The General Assembly must address disparities in access to rigorous coursework by:

1. Identifying and addressing any racial tracking in new college and career readiness pathways.

On page 137, after line 32, insert the following:

“(5)(I) Each county board shall publicly report on participation information in each Post-CCR pathway by each school, and the county school system as a whole. Each county board shall report such participation information to the Department. The Department shall produce an annual report that is publicly available on such participation.

(II) The participation described in item (I) shall be disaggregated by major racial and ethnic groups, gender, English learner status, status as a child with a disability and [family income].

(III) The participation information described in item (I) shall include the following:

- 1. the number of students with CCR scores on assessments sufficient to meet the CCR standard;*
- 2. the number of students enrolled in a post-CCR pathway based on such scores;*
- 3. the number of students not enrolled in a post-CCR pathway;*
- 4. the number of students opting out of a post-CCR pathway;*
- 5. the number of students in post-CCR pathways described in items (1)(I) and (1)(II) compared to item (1)(III); and*

6. the number of students receiving a passing grade or score on an assessment or course related to a post-CCR pathway.

“(6) Each county board shall develop and implement a plan (which shall be subject to public input through a process defined by the Department) to address [significant] differences in participation in post-CCR pathways based on the disaggregated data described in item (5)(II).”.

2. Proactively avoiding racial tracking by using multiple measures and robust communication to determine if students are college and career ready.

On page 132, strike lines 24 through 29 and insert the following:

“(2)(I) Meeting the CCR standard shall initially require:

(1) a student to achieve to the equivalent of a score of 4 or 5 in the mathematics and English portions of the Partnership for Assessment for College and Career Readiness Grade 10 Assessments on the Maryland Comprehensive Assessment Program Grade 10 Assessments or any successor assessments; or

(2) a student to have a qualifying cumulative grade point average, as defined by the Department; or

(3) a student to have achieved grade level or college and career ready benchmarks (as defined by the developer of such benchmarks) on the PSAT, SAT or ACT.”.

On page 133, after “systems” on line 26, insert “Such recommendations must include multiple approaches to demonstrating achievement of the CCR standard, including an analysis of bias in assessments and bias in any recommendations made by such entity.”.

On page 133, after “subsection” on line 31, insert “, which such new CCR standard shall allow multiple approaches to demonstrating achievement of the CCR standard”.

On page 133, after “standard” on line 34, insert “with such determination including consideration of the analysis of bias in assessments”.

On page 134, after “accordingly” on line 2, insert “which shall include any adjustments necessary pursuant to the analysis and consideration of bias under this item with the goal of eliminating any such bias from such assessments.”

On page 132, after the period on line 19, insert “Such communication strategy shall utilize the most common languages spoken by such parents and students in the State.”

3. Requiring that districts automatically enroll any high-performing student in advanced coursework opportunities.

On page 135, strike lines 31 through line 2 on page 136 and insert the following:

"(G)(1) Beginning in the 2023-2024 school year, each County Board shall require that all students who meet the CCR standard required under subsection (C) of this section to be enrolled in at least one of the following post college and career readiness (post-CCR) pathways (with an opportunity to opt-out of such enrollment), at no cost to the student or the student's parents, including the cost of any fees:".

On page 142, after line 31 insert:

"All middle and high school students, regardless of whether they have met the CCR standard, shall be automatically enrolled in the next most rigorous course offered in the district in the same or related subject matter after such student demonstrates readiness, as defined by state standardized exam, GPA, PSAT/SAT, or ACT, including but not limited to honors courses, advanced placement, dual enrollment, or other classes included as one part of the CCR pathway.".

On page 142, after line 31, insert:

"§8-108

All middle and high school students, regardless of whether they have met the CCR standard, as defined under §7-205.1, shall be automatically enrolled in the next most rigorous course offered in the district in the same or related subject matter (at no cost to a student from a low income family or the parents of such student, including the cost of any materials or fees) after such student demonstrates readiness. Readiness may be demonstrated by results (in such same or related subject matter) on a state standardized exam, grade point average, score on the PSAT, SAT, or ACT, performance in honors courses, performance in advanced placement courses or on an advanced placement exam, performance in a dual enrollment course, or other classes included in a post-CCR pathway as described under §7-205.1.".

4. Supporting students who are not yet demonstrating college and career readiness standards.

On page 135, after line 17, insert:

"(VI) The extended curriculum [may/shall] include supports provided to students [that are tailored to the specific circumstances and needs of the student], such as individualized tutoring, academic counseling, enrollment in summer and afterschool courses. The parent of the student, or as applicable the student, designated to be provided such supports shall have the option to decline such supports.".

5. Addressing inequities in Gifted and Talented program participation.

On page 142, after line 31, insert:

“(3)(I) Each local school system shall automatically enroll any child who is identified through the [universal screening requirement as defined in Administrative Code Sec. 13a.04.07.02] in such systems gifted and talented programs. and

(II) Each local school system shall publicly report data on participation in gifted and talented programs by each school and the system as a whole with such data disaggregated by major racial and ethnic groups, gender, English learner status, status as a child with a disability, and family income. The Department shall produce an annual report on a statewide basis that is publicly available on such disaggregated data.

(III) The data described in item (II) shall include the following:

1. the [number] of students identified through such universal screening requirement as gifted and talented;

2. the number of students identified who are enrolled in gifted and talented programs;

3. the number of students identified who are not enrolled in such programs;

4. the number of students identified who opt out of such programs; and

5. The number of students identified who, for at least one hour of the school day, are in classrooms designated for gifted and talented programs.

(IV) Each local school system shall develop and implement a plan (which shall be subject to public input through a process defined by the Department) to address [significant] differences in participation in gifted and talented programs based on the disaggregated data described in item (II).”.

Equitable Funding

1. Change the floor of the state share of the foundation program from 15% to 5%.

On page 15, strike lines 3 through 5 and insert:

“(2) The result obtained by multiplying the target per pupil foundation amount by the county’s enrollment count, and multiplying this product by 0.05 in fiscal year 2008 and each fiscal year thereafter.”.

2. Provide more uniform college and career readiness (CCR) funding across districts so that every district gets at least as much funding to support the statewide average number of CCR students.

On page 24, strike lines 9 through 11 and insert:

“(4) “CCR program amount” means, for each county, the greater of:

(I) the product of the CCR per pupil amount and the total number of CCR students in the prior school year; or

(II) the product of;

1. the CCR per pupil amount; and

2. the number equal to the product of the full-time equivalent enrollment in the prior school year and the percentage equal to the number of CCR students in the state divided by the state full-time equivalent enrollment in the prior school year.”.

3. Add additional guardrails for school or districts that may have funds withheld under section 5-405.

On page 67, line 14, after “student performance”, insert:

“Which must include steps to improve student performance with a specific focus on closing any within-district gaps identified under section 5-408(A)(2).”.

On page 68, after line 32, insert:

“(L) Beginning in fiscal year 2025, any funds withheld from a public school or local school system shall be reserved by the Department. In the same fiscal year, such reserved funds shall

(1) be released to the public school or local school system from which they were withheld no later than thirty (30) days after the board receives a recommendation to release funds as described in subsection (D) (if such recommendation is provided to the Board);

(2) be used by the Department or a designee of the Department to provide technical assistance to assist the public school or local school system from which funds were withheld to make sufficient progress on an implementation plan or improve student performance; or

(3) be released to the public school or local school system from which they were withheld.”

High Quality and Diverse Teachers

1. Monitor student assignment to teachers and teacher turnover, and take meaningful action to address inequities.

In the matter amending §5-408(A), redesignate items (3) through (8) as items (4) through (9)

On page 71, after line 4, insert:

“(3) Monitor and review data (which shall be disaggregated by major racial and ethnic groups, gender, English learner status, status as a child with a disability and family income) on –

(I) student assignment to:

- 1. novice, out-of-field, ineffective teachers; and*
- 2. each level of teacher under the career ladders established in §6-1002(E); and*

(II) teacher turnover at the school level disaggregated by major racial and ethnic groups, experience, and evaluation rating.”.

On page 99, after line 21, insert:

“(J) A county board must annually:

(1) publish data (disaggregated by major racial and ethnic groups) on student assignment to novice, out-of-field, ineffective teachers and each level of teacher under the career ladders established in §6-1002(E); and

(2) publish an annual report that includes a description of its plan to address any inequities identified in such data between major racial and ethnic groups, which must include a review of whether financial incentives to work in high poverty and low-performing schools are sufficient and an assessment of any needed investments to improve the working conditions in those schools.”.

2. Monitor racial and ethnic diversity among educators.

On page 71, after “bodies” on line 12, insert “, including diversity by major racial and ethnic groups”.

3. Prioritize new teacher leader roles in highest need schools and promote educator diversity within the new roles.

On page 97, after line 10, insert “(5) Incentivize teachers described in level three and level 4 in item (E)(4) to choose to work in low-performing schools, schools serving high concentrations of students living in poverty, and schools serving high concentrations of English learners.”

On page 99, after line 21, insert “(J) The county board shall annually identify the number of level three and level four teacher positions (as described under item (E)(4)) necessary in each school based on the needs of the student body. With such identification, the county board shall ensure that schools with (1) the highest concentration of students living in poverty and English learners, and (2) the lowest performing schools have a significantly greater number of level 3 and 4 teachers per student to reflect the needs described in the preceding sentence.”

On page 111, line 19, replace “\$5,000” with “10,000”.

On page 112, after “\$15,000“, insert “and shall be at least twice as large for becoming a master principal at a low-performing school identified by the county board.”.

On page 82, after “ladder” on line 8, insert “, disaggregated by major racial and ethnic groups.”

On page 82, after “ladder” on line 10, insert “disaggregated by major race and ethnic groups.”

On page 94, line 14, after “assessment” insert “, as well as recommendations for action to address any identified negative impact,”

4. Require master principals to have a proven ability to attract, retain, and support diverse teachers.

On page 106, line 21, after “lead,” insert “diverse,”.

On page 106, line 28, after “cultivate” insert “diverse”.

5. Require teacher preparation programs to publicly report critical data.

On page 81, strikes lines 20 through 22 and insert:

“(2) A description of the measure taken to increase the proportion of highly qualified individuals who apply to teacher education institutions from major racial and ethnic groups that are underrepresented in the teaching profession;”

On page 81, strike lines 17 through 19 and insert the following:

“(VI) The proportion of graduates of each teacher education program and an alternative certification program who pass required tests for licensure on the first attempt and after subsequent attempts, disaggregated by major racial and ethnic groups.”.

6. Require that teacher preparation programs regularly communicate and collaborate with school systems to build an effective pipeline into the teaching and school leadership profession for people of color.

On page 88, strike lines 4 through 8 and insert:

“(C) A teacher preparation program shall develop a method for regularly communicating and collaborating with local school systems, including if necessary, through financial memorandum of understanding, to -

(1) strengthen teacher preparation, induction and professional development programs; and

(2) build an effective pipeline into the teaching and school leadership professions for highly qualified individuals, including individuals from major racial and ethnic groups that are underrepresented in such professions.”.

7. Require teacher preparation programs to include a focus on instruction for English learners.

In the matter amending §6-121(A)(1) redesignate items (VII) and (VIII) as items (VIII) and (IX).

On page 87, after line 17, insert:

“(VII) methods, skills and techniques for providing effective instruction to English learners.”.

8. Create and fund a “grow-your-own” pathway into the teaching profession for candidates from untapped sources who are likely to reflect the student population and are already dedicated to serving students of color.

On page 92, after line 5, insert:

§6-124A

(A) In this section “program” means a grow your own pathway program which is designed to maximize the number of individuals entering the teaching profession who are likely to reflect the student population of the area in which they teach and are effective, or are likely to be effective, at providing instruction to students from diverse racial and ethnic backgrounds.

(B) The Department shall create and implement a program to maximize the number of individuals who:

(1) become teachers at public schools in the state which are located in communities in which such individuals reside; and

(2) reflect characteristics of the student population of the schools of such communities;

(3) may be:

1. from local public high schools;

2. paraprofessionals;

3. after-school staff from programs serving local public schools; and

4. youth development workers; and

(4) have demonstrated the ability to effectively provide instruction, or the likelihood of being effective in providing instruction, to students from diverse racial and ethnic backgrounds.”.

9. Require that all general education teachers demonstrate mastery of teaching English learners. Require that teachers of English learners pass a mastery exam.

On page 93 –

(1) strike “and” on line 16;

(2) strike the period on line 18 and insert “; and”; and

(3) after line 18, insert the following:

“(IV) Pass a rigorous examination of the mastery of teaching English learners for the grade level in which such individual will be teaching.”.

On page 98 –

(1) strike “or” on line 8;

(2) strike “and” on line 9 and insert “or”; and

(3) insert after line 9 the following:

(IV) A teacher with mastery of a foreign language that fills a critical need for supporting English learners; and”.

10. Fund grants for HBCUs, HACUs, and MSIs, and alternative certification programs with a track record of preparing diverse and high-quality teachers and leaders.

On page 157, after “background” on line 21, insert “and to identify best practices for recruiting and preparing such teachers. Such program shall include grants for institutions of higher education, including Historically Black Colleges and Universities, Hispanic Serving Institutions and other Minority-Serving Institutions (as such terms are defined in the Higher Education Act of 1965) with a track record of preparing diverse and high- quality teachers and school leaders to support the efforts of such institutions to recruit and prepare high-quality teacher and leader candidates from underrepresented racial and ethnic groups. Any institution receiving such a grant shall publicly report, to the Maryland Higher Education Commission, on best practices for recruiting and preparing such candidates.”.

11. Expand and target loan forgiveness program to incentivize educators to work in high need schools.

On page 158, on line 12, strike “2” and insert “4”.

On page 158, strike 14-18 and insert the following:

“(ii) in a school in which at least 75% of the students are counted in the district’s compensatory education enrollment counts under section 5-222(A)(2).”.

On page 158, after line 22 insert “The office shall publish data about the recipients of the scholarships disaggregated by major racial and ethnic group and geographic location of the employing school.”.

Early Childhood Education

1. Expand priority access to full-day Pre-K slots to students who are dual language learners and students who qualify as having multiple needs.

On page 128 –

(1) On line 11, strike “Notwithstanding” and insert “Except as provided in (E), Notwithstanding”;

(2) strike “and” on line 14;

(3) strike the period at the end of line 15 and insert “; and”;

(4) insert after line 15 the following:

“(3) dual language learners.

(5) insert (after executing the amendment made by (4)) the following before line 16:

“(E) 3- and 4-year olds who meet more than one category described in (D) shall receive such priority before 3- and 4-year olds described in one such category.”.

2. Require that any participating early childhood program be subject to the same regulations as public prekindergarten programs, including the ban on suspensions and expulsions, in order to access public funds.

On page 127, after line 6, insert:

“(5) The state superintendent shall require any early childhood program which is not operated by a county school system and receives any funds from the state to meet any requirements that apply to any early childhood program which is operated by such system. Such requirements shall apply the prohibitions in state statute §7-305.1 regarding suspension and expulsion to children in such programs not operated by a county school system.”

3. Disaggregated data by race/ethnicity and English learners.

On page 129, line 11, strike “age and tier” and insert “age, tier, each major racial and ethnic group, and dual language learners”.

Career and Technical Education

1. Broaden the power of CTE review boards to identify schools and CTE programs with racial disparities in outcomes or offerings.

On page 165, strike lines 21 through 25 and insert the following:

(15) Identify local school systems, schools and CTE programs to be investigated by CTE Expert Review Team in which:

1. insufficient numbers of students or groups of demographically distinct students are not making adequate progress towards the completion of the CTE pathway (using State accountability data); and

2. racial disparities in success exist:

(A) on technical assessments or proficiency rates on high school reading and math assessments;

(B) on attainment of college credit; and

(C) in the percentage of students employed in a CTE field within six months of graduating any such school.”.

2. Require the CTE board to report disparities as part of its annual report.

On page 166, after “state” on line 21, insert the following:

“including (which shall be reported for each local school system, school and CTE program, disaggregated by major racial and ethnic groups and family income):

1. Data on rates of enrollment;

2. Success on technical assessments;

3. proficiency rates on high school reading and math assessments;

4. attainment of college credit; and

5. the percentage of students employed in a CTE field within six months of graduating from any such school.”.

3. Provide paid externships for low-income students.

On page 165, strike “and” on line 30

On page 165, strike the period on line 32 and insert “; and

On page 165, after line 32, insert the following:

“(19) provide paid externship opportunities for low-income students with such externships covering wages, transportation and any other associated materials or fees.”.

Serafini_FWA_SB 1000

Uploaded by: Serafini, Senator Andrew

Position: FWA

Kirwan – Challenges and Considerations

Affirmation Statement

- The Senate Republican Caucus wants to acknowledge and applaud the work of the Kirwan Commission
- Dedicated and talented individuals have invested heavily in the last three years for a momentous product
- We are equally committed to education as a priority
- The following observations are not intended as a criticism but observations and a commitment to work collaboratively toward the best possible solutions in creating a world-class educational system

JANUARY 2020

neaToday

1 in 6 Students Thinks About Suicide

FIND OUT WHAT YOU CAN DO TO HELP.

SEE PAGE 34



Kirwan Areas of Focus– Current vs. Proposed

Current

- Teacher Focused
 - Higher Pay
 - Less Teaching Time
 - Enhanced Education
- Pre-K Expansion
 - Pre-K 3 for all

Proposed

- Student/Family Focused
 - Improve Classroom Environment
 - Focused Wraparound Services
- Accountability
 - Data Driven
 - Governors' Plan

Challenges for K3-12 Education

- Students coming from trauma or dysfunction create challenges that are often beyond the scope of an educational setting.
- Trauma and dysfunction are growing among all groups regardless of their economic standings
- Coordination and delivery of “wraparound” services are critical and need to be delivered predominately in schools

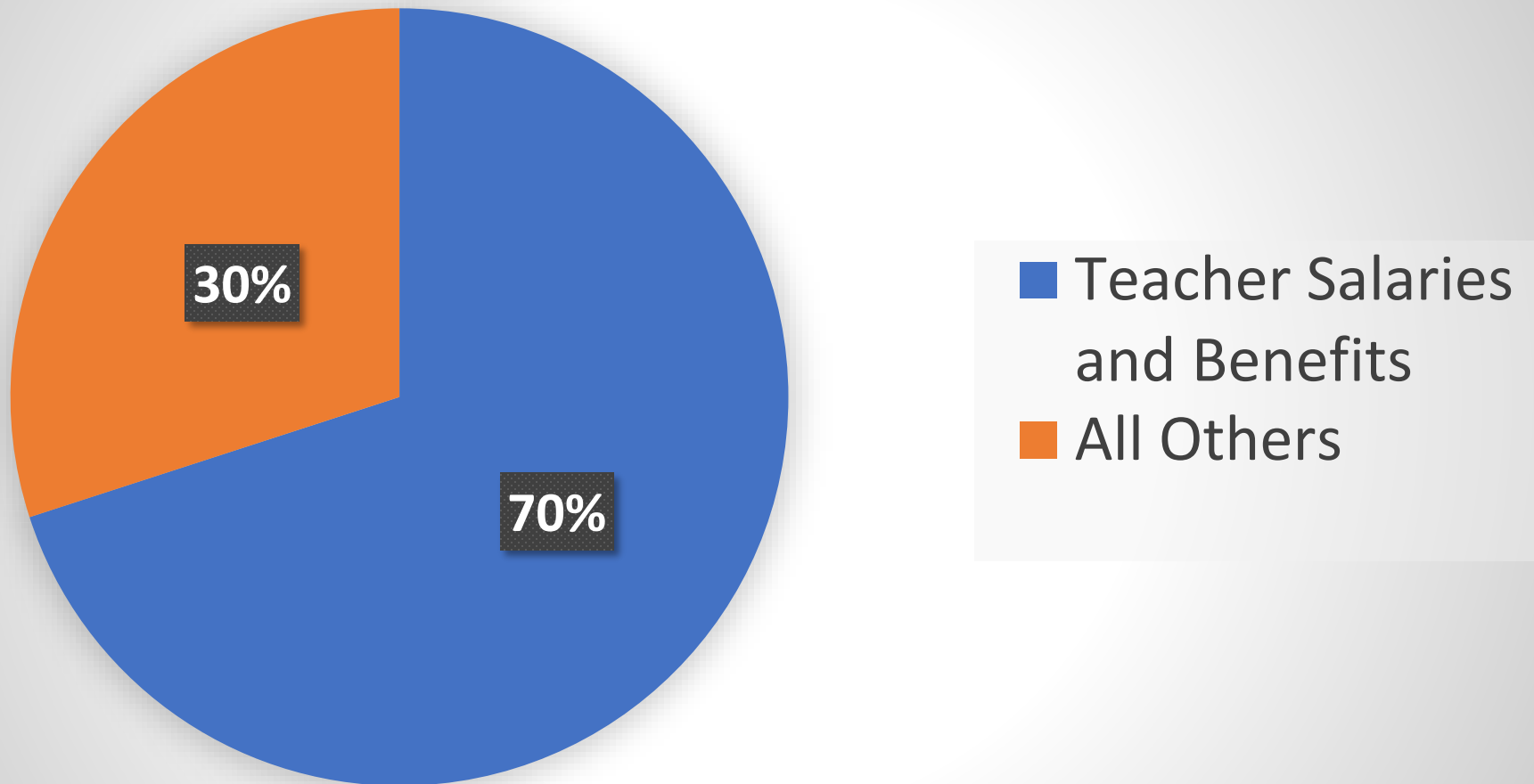
Classroom Environment

- A Student who is mentally and physically ready to learn creates the fertile soil for improved Education Outcomes
- We believe that the focus should be on Students and Families from age 0-5 to address the challenges that children coming from dysfunction present in today's classroom.
- ***We can create super teachers but unless we address these issues we will struggle to improve academic outcomes***

Classroom Environment

It is the responsibility of the State, LEA, and Individual School Administration to ensure that every classroom is safe and free of chronic disruption. HOW that is done - peace circles, restorative discipline, tough love, etc. - should be up to them. But it is their obligation to find a way to do so.

2030 Allocation Focuses Mostly on Teacher Salaries and Benefits



Per Pupil Foundation

Description	2020	2030
Current Base	\$ 7,244	\$ 8,966
Additions		
Increased Salary	\$ 617	\$ 764
Cost of Collaborative Time	\$ 1,151	\$ 1,425
Principal Career Ladder	\$ 8	\$ 10
Behavioral Health Increase	\$ 4	\$ 5
College & Career Ready*	\$ 73	\$ 90
Career Counseling **	\$ 58	\$ 72
Maintenance and Operations Increase	\$ 97	\$ 120
Supplies and Materials for New Teachers	\$ 6	\$ 7
Cost Savings		\$ -
Professional Development	\$ (44)	\$ (54)
Central Office	\$ (63)	\$ (78)
New Base FY2020 Dollars	\$ 9,150	\$ 11,325
Inflation Rate to FY30	23.77%	
Current Base Inflated to FY30 Dollars	\$ 8,966	
New Base Inflated to FY30 Dollars	\$ 11,325	

* equivalent of \$500 for every 11th and 12th grader

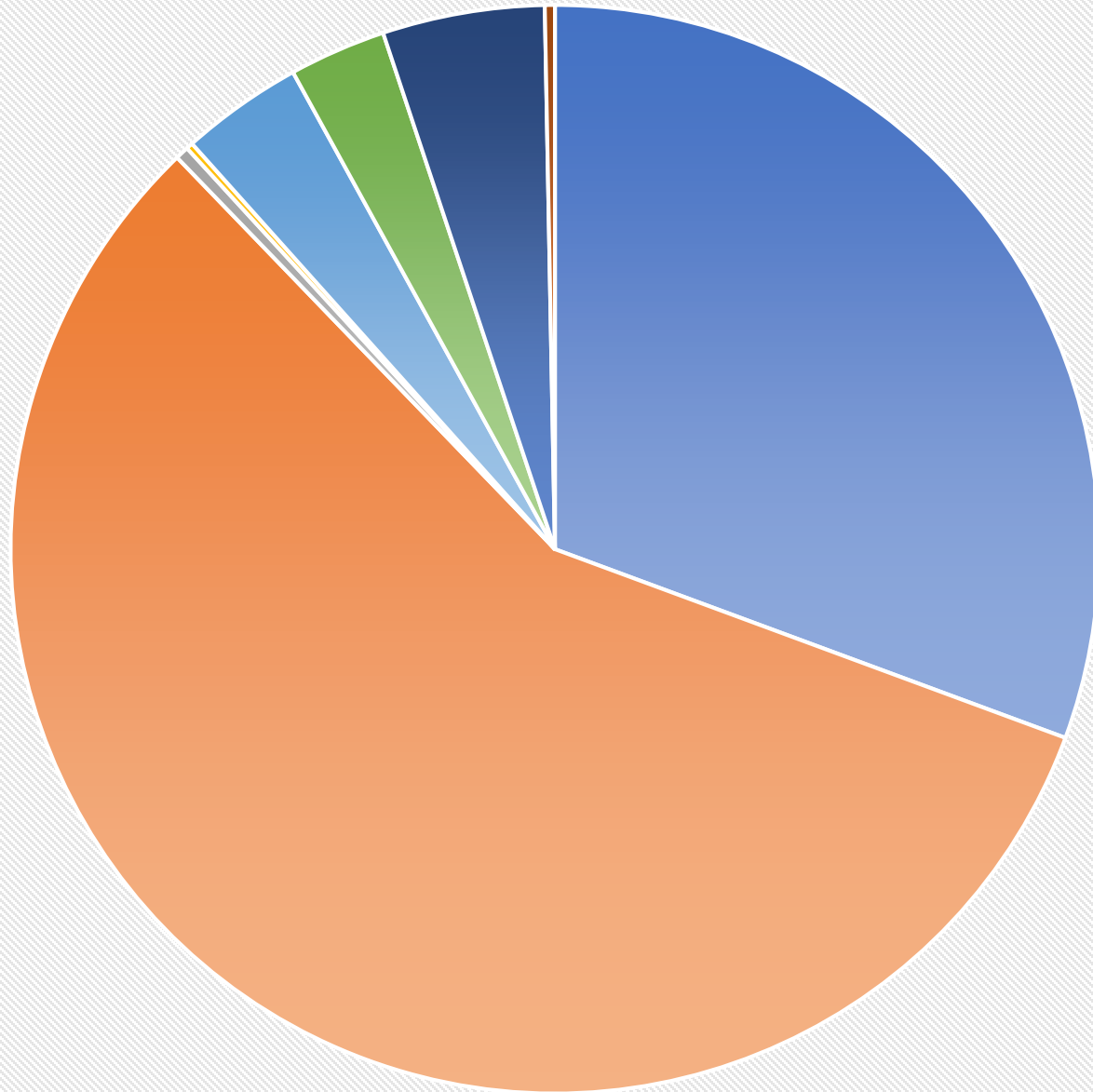
** equivalent of 1 Career Counselor in every MS/HS based on median school sizes

Note: Numbers may not sum due to rounding

Per Pupil Foundation Additions

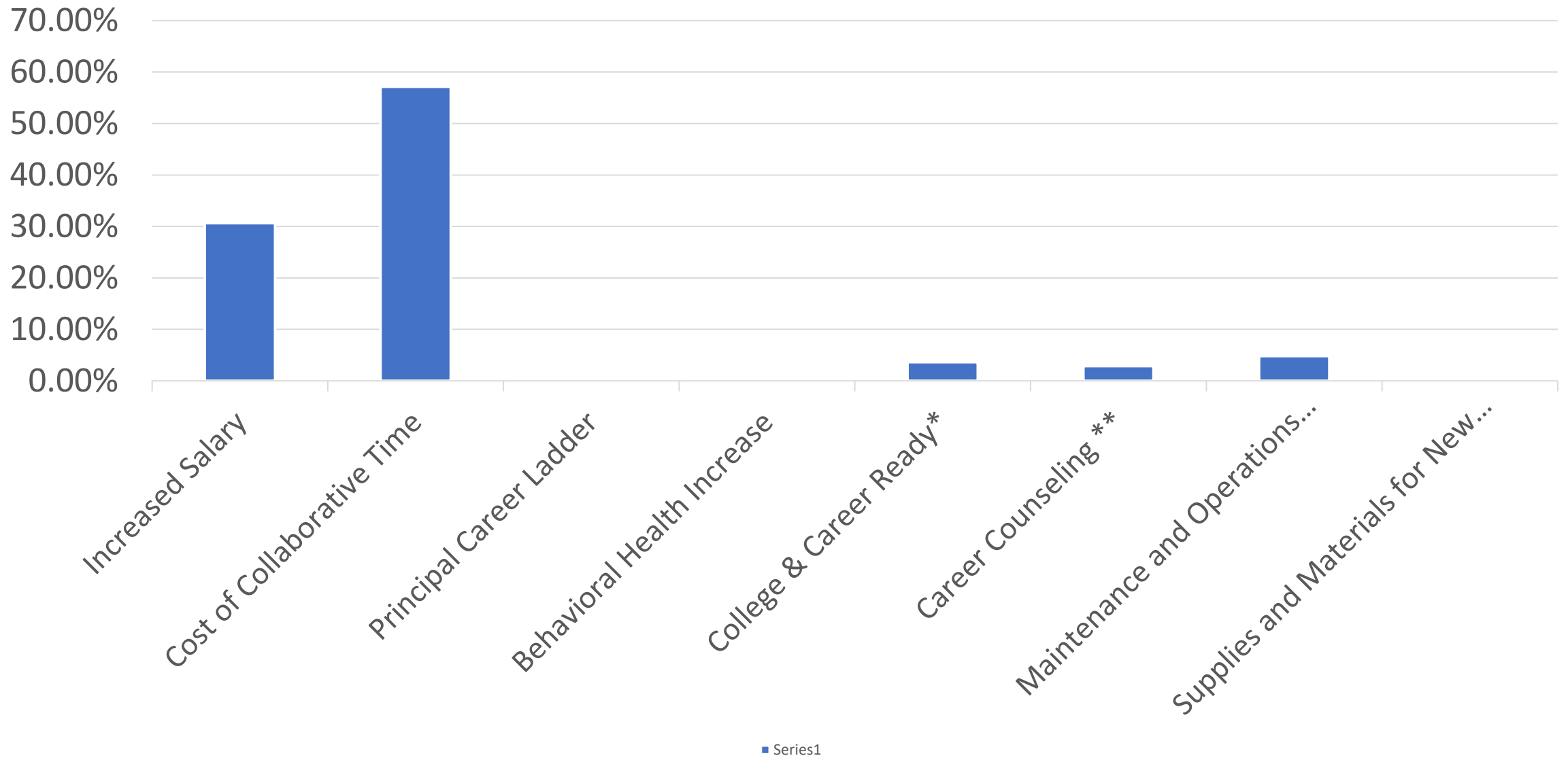
Increased Salary	30.64%
Cost of Collaborative Time	57.15%
Principal Career Ladder	0.40%
Behavioral Health Increase	0.20%
College & Career Ready*	3.62%
Career Counseling **	2.88%
Maintenance and Operations Increase	4.82%
Supplies and Materials for New Teachers	0.30%

Per Pupil Foundation

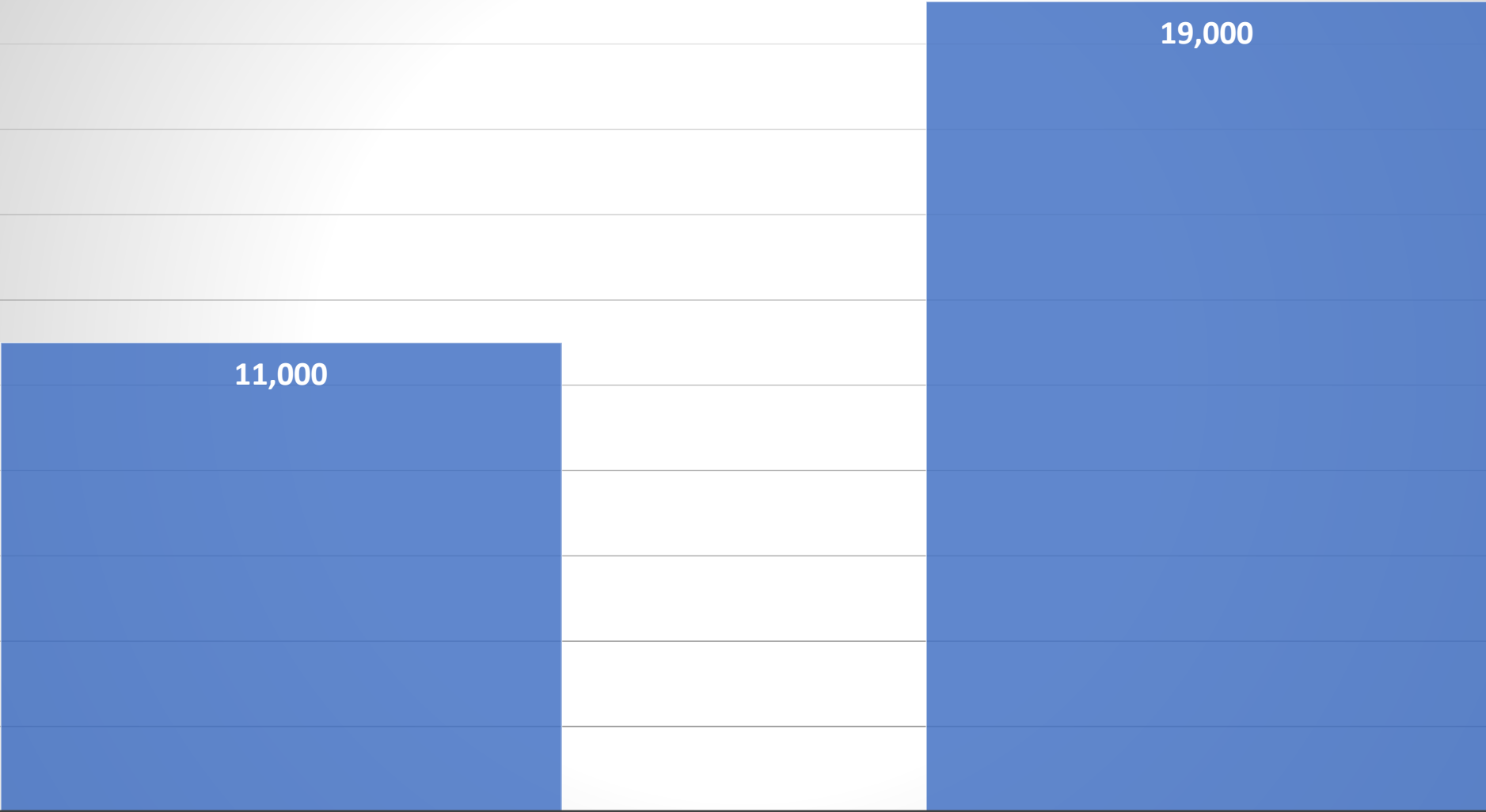


- Increased Salary
- Cost of Collaborative Time
- Principal Career Ladder
- Behavioral Health Increase
- College & Career Ready*
- Career Counseling**

Factors of Additions to Foundation Base



Pre-Kindergarten Per Pupil Cost



2020

2030

Bipartisan Support of Solutions

- SB501 – Sens. Griffith/Hershey – Addresses the Need for More Clinicians
- SB637 – Sen. King – Increases Funding for Infants and Toddlers
- SB983 – Sens. Hester/Serafini – Accountability Through Data Analytics
- Governor Hogan – Class Act – A Model for Accountability
- SB 1001 – Sens. Rosepepe/Serafini – Revenue Through Digital Downloads and Streaming Tax

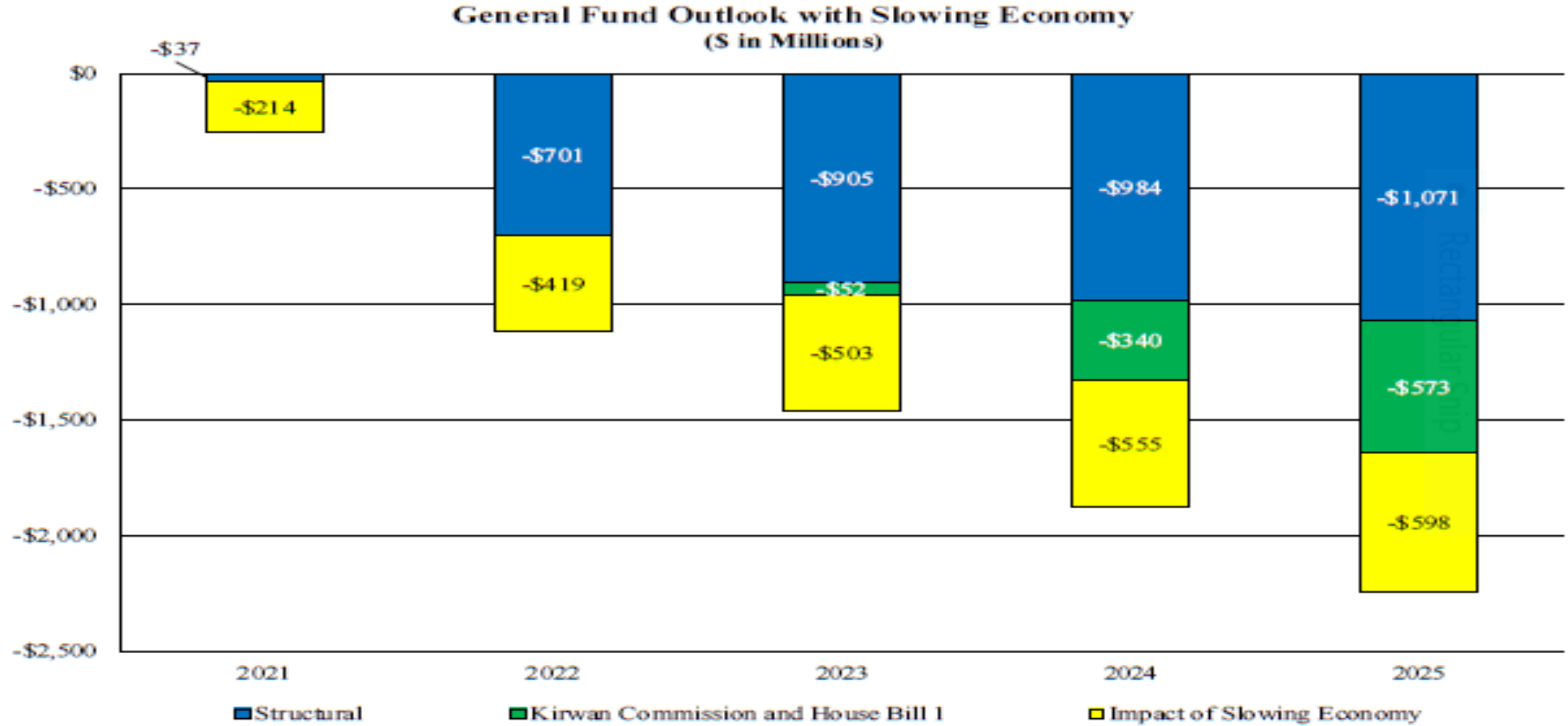
College and Career Readiness Pathways

- Career & Technical Training should start sooner than 11th grade. Aptitude, ability, and interests testing may help a student pursue an educational path that is best suited to them
- UMB Cure Scholars Should be a Model

Governance and Accountability

- The taxpayers of the State deserve to know how the funds are expended and if they are successful
- We must focus on measuring outcomes over inputs
- A Data Driven Approach with heavy analytics is best
- A 3-5 year Review Period for Reflection and Refocus is Needed
- The Governor's "Massachusetts Model" Should be Considered

Fiscal Challenges



Kirwan: Commission on Innovation and Excellence in Education

Considerations/Solutions

- Educators should educate
- Mental/Behavioral/Family Health Services should be provided in the schools by those with backgrounds to do so
- School systems must focus on educational activities and coordinate with these providers
- Consider Bipartisan and House Republican Ideas

Considerations/Solutions

- Support to address the nationwide shortage of clinicians and teachers
- A commitment to revisit budgeting and financial discipline so that future endeavors do not face such hurdles
- A Pause for Evaluation Should be in 3-5 Years

Considerations/Solutions

- Employ Data Analytics to assist with deep mining for concrete assessment and formulation of strategies and evaluation
- Remove/Reduce the reports required from MSDE, LEA, and Classroom Teachers to allow for more time for collaboration.
- Consider Testing in 3rd, 5th, 8th, and 10th Grades

Considerations/Solutions

- The State must continue and emphasize efforts to end the Opioid Crisis.
- Career Pathways Should Start in the 6th and Use UMB's Hope Program or similar models
- Charters Should Be an Option
- Funding Formulas Should be Simplified

JH Snider_FWA_SB1000

Uploaded by: Snider, JH

Position: FWA

**J.H. Snider's Testimony for the
Maryland Senate's Education, Health, and Environmental Affairs Committee on
SB1000, Blueprint for Maryland's Future - Implementation**

February 17, 2020

Good afternoon. My name is Jim Snider. I am a former school board member and have published many articles in the Washington Post, Education Week, and The Hechinger Report on education policy and politics. I am testifying neither for nor against SB1000 but calling your attention to a missing definition.

Please review the sentence on page 6 of The Blueprint for Maryland's Future, which reads:

“The Blueprint for Maryland's Future for education will require... Elevation of the teaching profession to a profession comparable to other fields, with comparable compensation...” Note that last term “compensation.”

The problem is that nowhere in this bill is “compensation” clearly defined. Nor is it clearly defined by the Maryland State Department of Education or most local Maryland school boards. Moreover, when both salary and the more general concept of compensation are used, they are often used inconsistently and with no explanation of their methodology, let alone of their inconsistencies.

The disclosure of this information has been excessively politicized in Maryland. While every public official in Maryland agrees that the teacher salary portion of teacher compensation paid for by a particular district is public information, even that information, in practice, has not been made public in a meaningful way.

For example, my local newspaper ran a high profile story on teacher salaries in Title I schools in Anne Arundel County. But the salaries used were based only on the portion of salaries determined by the salary schedule, not the total salary received by teachers. When I have asked for total salary information from my local school system under Maryland's Public Information Act, it has repeatedly refused to let me know which of its 72 pay codes in its payroll system it is including as part of its definition of salary, let alone what exemptions it is using not to disclose the claimed exempt pay codes.

I have also requested salary data from the Maryland State Board of Education and been told that this information is exempt under Maryland's licensing laws—that is, licensed professions, including K12 public school staff, are exempt from salary disclosure under Maryland Public Information Act. Thus, if I want this information, I have to make requests for it to individual school boards. The Maryland State Board of Education does collect average salary information from local school districts but neither audits it nor provides a publicly available detailed methodology to explain how such statistics should be calculated.

And all of this doesn't even begin to cover benefits and deferred compensation, which all of you know are critical parts of a total compensation package.

I would be surprised if even a single member of Maryland's General Assembly, including even a single member of this committee, would dispute that the component of teacher compensation labeled "salary" is exempt from public disclosure. But the Public Information Act and other legal mechanisms have proven to be highly deficient in providing this information to the public in an efficient and effective manner. And as for total compensation, which is endlessly mentioned but never clearly specified in Maryland—as in this Blueprint—the public disclosure system is a complete farce.

The area in particular I have written about in a series of op-eds in the Washington Post and Hechinger Report concerns the growing discrepancy in total compensation between starting and senior teachers in Maryland. I suspect that even most members of this committee have very little idea about the size and history of this discrepancy; moreover, despite your educational policy credentials, I'd bet most of you have very little idea about how you'd calculate such a discrepancy in a way that most compensation experts would find satisfactory.

I believe that all of you should view this situation as intollerable. And though legislators from both political parties have widely viewed this situation as a political third rail that is too dangerous to even raise, let alone discuss, I hope you will revisit that assumption and amend this report to include at least a clear definition of teacher compensation and--I understand this might sound utopian--a genuinely meaningful way for the public to access compensation data specified under that definition.

The articles I have referred to regarding the junior-senior teacher pay gap are:

- Snider, J.H., The growing and hidden pay gap between junior and senior teachers is a disgrace, *Washington Post*, July 19, 2019, p. C4.
- Snider, J.H., Seek equal pay for equal work? Don't become a K-12 teacher, *Hechinger Report*, June 29, 2017.

See also:

- Snider, J.H., Maryland should be truthful in reporting teacher pay, *Washington Post*, February 17, 2017.
- Snider, J.H., Maryland's fake open government, *Washington Post*, April 18, 2010.
- Snider, J.H., Democratize School Budget Data, *Education Week*, May 20, 2009.

My Maryland Public Information Act correspondence on this issue can be found at:

<http://k12transparency.isolon.org/>

CASA - Maritza Solano_FWA_HB1300

Uploaded by: Solano, Maritza

Position: FWA



Testimony in Support of HB1300 and SB1000 With Amendments

Chair Anne Kaiser
Ways and Means Committee

Chair Maggie McIntosh
Appropriations Committee

Chair Guy Guzzone
Budget & Taxation Committee

Chair Paul Pinsky
Education, Health, and Environmental Affairs Committee

Dear Chairs and Committee Members,

In order to support the overall mission of the Blueprint for Maryland's Future, CASA, the largest immigrant rights organization in Maryland and as a coalition member of the Maryland Alliance for Racial Equity in Education, we submit this letter outlining our position and suggested amendments for HB1300/SB1000. We are committed to ensure that new reforms do not replicate old mistakes. We appreciate the considerable analyses conducted to get to this legislation and ask that you consider the following ways that this bill can be bolstered. Our solutions consider the racially equitable impact on schools across the state, prioritizing both marginally served and historically under-resourced communities.

We have addressed in this letter (suggested amendments attached) broadening methods to count all students regardless of status, prioritizing English Language and Black and Latino students in the expansion of Pre-Kindergarten and College Career Ready standards, and amplifying opportunities for current and new educators to be prepared in culturally competent courses and professional development. Our amendments are imperative to pass to ensure the Blueprint is successful in changing the trajectory of Maryland students presently and beyond.

Accurately Count All Students

Due to changes in how districts collect data to determine which students are low-income, many students are not being counted in schools' poverty data. Additionally changes under the Trump Administration on how individuals can use public social benefits has caused many members of the immigrant community to not apply for SNAP, TANF or Medicaid. The switch to Direct

Certification (using government assistance rolls as the primary means to identify the poor and working poor) has led to fewer families identified as living in poverty. Some schools in Baltimore City have experienced a 40% drop in poverty due to Direct Certification, leaving these schools with fewer funds. This problem is particularly pronounced among immigrant populations. This inaccurate collection of data leads to significant reductions in state and federal funds, and loss of funding opportunities for schools in areas of concentrated poverty. We urge you to consider multiple ways to count students' income levels as considered in the Funding formulas set forth in the legislation.

Ensure that English Learners and Other Immigrant Students Access the Programming and Teacher Talent Necessary to Advance

It is imperative that proven best practices and recommendations to best serve EL students are included in the Blueprint legislation. According to data from the Maryland State Department of Education, in 2016-2017, the EL population made up 9% of the overall student population in the state; some counties have doubled or nearly tripled their numbers in the last five years. Noting these changes in 2015, MSDE launched a task force made up of immigrant serving organizational partners, public school staff and administrators, and higher education experts to create a comprehensive set of recommendations on how best to serve EL students. These Taskforce recommendations encompassed the expansion of Pre-Kindergarten access, promoting dual language programs to increase pathways for English Learners to accelerated classes and increasing the preparation of educators and school staff. In light of the special needs of English learners, we recommend **prioritizing English learners in the expansion of Pre-Kindergarten Programs** by including English Learners throughout definitions in the Early Childhood Education and College and Career Readiness standards and changing the definition of Tier 1 student to include English Learners.

We also recommend requiring professional development to better serve English Learners and immigrant students and instituting a mastery exam for all general education teachers educating English learners. Some institutions are simply better at recruiting diverse teaching pools with greater skills educating diverse teachers. We support the financial commitment for college training programs for teachers but recommend that funding be targeted to Historically Black Colleges and Universities (HBCUs), member institutions of the Hispanic Association of Colleges and Universities (HACUs), Minority Serving Institutions (MSIs), and alternative certification programs with a track record of preparing diverse and high-quality teachers and leaders.

Ensure that All Students Can Prove Excellence

A 2019 study by the Education Trust revealed that Black and Latino students are less likely to be enrolled in Advanced Placement courses or early college programs than white students, even when the courses are offered at their schools and their academic records suggest they are prepared. Moreover, the data suggest that Black and Latino students are funneled into career and technical education programs that are less likely to prepare them for success than white students when they enter the workforce. To ensure barriers for English Learners, Black and Latino students to accelerated programs and classes are reduced, we recommend that

admission be honed through universal testing. Further, data regarding program participation must be disaggregated by race, ethnicity, family income, language and disability status so as to determine best practices and solutions for these inequities in placement of Black and Latino students in accelerated programs.

These recommendations seek to bolster the Blueprint for Maryland's Future legislation and ensure that often times underserved and marginalized students can access all of the recommended reforms. We hope that these recommendations are given favorable consideration as both Chambers embark on the next phase of their work around the Blueprint. CASA appreciates the work and time that the Kirwan Commissioners, policy staff, and Legislators have dedicated to ensuring that Maryland students have access to a world class education.

Thank you,

Maritza Solano
Director of Education



MEC_RickTyler_FWA_SB1000

Uploaded by: Tyler, Jr., Rick

Position: FWA



Maryland Education Coalition



INSPIRES ACTION & POSITIVE CHANGE SO MARYLAND'S STUDENTS SUCCEED

Rick Tyler, Jr., Chair

Web site - www.marylandeducationcoalition.org *** Email – md.education.coaliton@gmail.com

February 17, 2020

Maryland Senate

- Education, Health & Environmental Affairs Committee
- Budget and Taxation Committee

Maryland House of Delegates

- Appropriations Committee
- Ways and Means Committee

Re: SB 1000/HB 1300: **Blueprint for Maryland’s Future-Implementation** Position: **Support with Amendments**

The Maryland Education Coalition (MEC) thanks the committee members, Kirwan Commission, consultants and the professional staff that have led to the development of the Blueprint for Maryland’s Future-Implementation plan. We also thank the hundreds of advocates statewide who worked collaboratively in support of 900,000 plus Maryland public school students. MEC believes access to a high quality public education is not only their constitution right, but their civil right defined in federal and state laws or regulations.

For over 40 years the Maryland Education Coalition (MEC) has been advocating for adequate, equitable funding and systematic accountability on behalf of public education, children and families in Maryland regardless of their academic, cultural, economic, geographic, racial or other demographic status. Our members have decades of experience and expertise in numerous areas and participated in this process at numerous levels. Although we advocate for all children, we focus on those students of color, special needs and lower income, especially if they reside in lower wealth jurisdictions found to be underfunded or underserved.

MEC supports SB1000/HB1300- Blueprint for Maryland’s Future overall with recommended clarifications or amendments (attached). We urge the General Assembly to review them with staff to ensure all students have access to quality educational resources, instructional rigor and student services throughout their academic career. We ask for assurances to the extent possible, that there are no underfunded mandates within the foundation formula defined in current laws or regulations such as the Arts or Gifted & Talented students-a major student group. We also ask for additional support for low wealth jurisdictions with disproportionate numbers of Lower Income, Special Needs, and Limited English students, especially those with high numbers of students of color historically underserved.

MEC supports accountability with clear language that ensures qualified administrators or educators first work collaboratively with local school systems to ensure adequate funding, instructional resources or services are available with sufficient time for training and implementation, including a consensus on concerns with opportunities for technical support using successful, evidence-based practices with stakeholders participation. We are also concern with language that could allow the holding of significant funds at the school system or school level. Used several times in the past, it created harm to underfunded school systems, delaying resources.

In closing, MEC strongly supports SB1000/HB1300 and urges the General Assembly to submit a favorable report with amendments. **Remember, our kids can’t wait for strong schools and neither can Maryland.**

NOTE: Please note comments from other MEC members and see attached for recommended amendments

Advocates for Children and Youth, American Civil Liberties Union of MD, Arts Education in Maryland Schools, CASA, Decoding Dyslexia of MD, Disability Rights Maryland, League of Women Voters of MD, Let Them See Clearly, Maryland Coalition for Community Schools, Maryland PTA, Maryland NAACP, Maryland Out of School Time Network, , Right to Read Maryland, School Social Workers of MD, Sharon Rubinstein

MEC urges the General Assembly to include the following clarifications or amendments:

- ❖ **Section 5-101, A, page 8 - Budget reporting** – Add - **VIII. GIFTED & TALENTED STUDENTS UNDER § 8-201-8-204 and NEW COMAR 13A.04.07 Gifted and Talented Education** (Gifted & Talented student funding defined in the foundation)
 - (Excerpt: **D. A universal screening process shall be used to identify** a significant number of students in every school and **at least 10 percent in each local school system, as early as possible, but no later than Grade 3.**)
- ❖ **Subtitle 2, page 10- Aid to Education** - MEC is concern that there may not be adequate funding to address mandates in COMAR, State ESSA Plan & other state or federal laws (Title programs, Instruction Programs, Core Subjects, etc.)
- ❖ **Subtitle 4, page 59, Accountability and Implementation Board** - MEC does not object to the board, but we are concern their membership may not adequately ensuring meaning stakeholder consultation in the decision-making process as defined in federal law and elsewhere ¹We are concern the makeup may not be independent or objective.

There also does not appear to be a requirement that a member has a “high level” of experience or expertise with each of the major student groups (Special Ed, ELL, Lower-income, Gifted & Talented), a requirement to be competent culturally, economically and geographically nor in differences in ability or need, especially for students of color.
- ❖ **Section 5-405, page 66- Withholding of Funds to LEAs** - MEC objects to the holding of any government funds for public education, especially if there is evidence of unfunded or under-funded mandates and only after MSDE and the LSS have worked collaboratively to address concerns, agreed by consensus on a plan to address them with a realistic timeline and resources that will promote progress or success. This has been attempted several times in the past, directly harming student & staff resources or services and the school system, school or program level.
- ❖ **5-406, pages 69, School level expenditure reporting** - Does not appear to clearly require local school improvement teams with transparency and stakeholder consultation in the decision-making process
- ❖ **5-407, page 69, Withholding of Funds from Departments** - MEC again objects to the holding of any government funds for public education, especially if there is evidence of unfunded or under-funded mandates and only after MSDE and the LSS have worked collaboratively to address concerns, agree by consensus on a plan to address them with a realistic timeline and resources that will promote progress or success. Simply put, it is more harmful and less effective.
- ❖ **5-409, page 72, Other Board Duties and Reporting** - Does not appear to require meaningful stakeholder consultation in the decision-making process and transparency
- ❖ **Section 6-121, page 86, Elements of Teacher Prep Program and Role for MSDE** - Does not appear to clearly require educators or administrators to have quality preparation to understand, identify, or provide services for Special Needs, ELL or Gifted & Talented/High Ability students nor students of color or of different cultures
- ❖ **6-1001, page 95, Definitions** - Add to (2) **“TEACHER” DOES NOT INCLUDE, UNLESS OTHERWISE PROVIDED:**
 - **Add (IX) Guidance Counselor (currently well understaffed within most school systems at 250:1 ratio**
- ❖ **7-103, page 119, Remove Half-day Programs from Grant Eligibility** - MEC supports providing school districts have funding to meet increased enrollment in age appropriate facilities (Number/height of bathrooms, sinks)
- ❖ **8-201, page 142, Gifted and Talented Pathway** - (2) EACH LOCAL SCHOOL SYSTEM SHALL DEVELOP ACCELERATED PATHWAYS AND ENRICHMENT PROGRAMS FOR GIFTED AND TALENTED STUDENTS TO ACHIEVE COLLEGE AND CAREER READINESS **BY 3RD GRADE AND** BEFORE THE END OF THE 10TH GRADE.
 - **Add Language consistent with COMAR REGULATION 13A.04.07 Gifted and Talented Education**

¹ The Federal ESSA requires at least 13 times using a variety of language requiring at the state and local level **“Meaningful Stakeholder Consultation in the Decision-making Process”** and additionally breaks down the makeup of the stakeholders by major category. In addition, there is additional language within the [Maryland Every Student Succeeds Act \(ESSA\) Consolidated State Plan Final](#) (Search **“Stakeholder”** or **“Engagement”**)

Source: [Council of Chief State School Officers \(CCSSO\)](#) including [ESSA Implementation Considerations: Stakeholder Engagement](#) [ESSA Implementation Considerations: Stakeholder Engagement](#)

CC_FWA_SB1000

Uploaded by: Vaughan, Regan

Position: FWA

Senate Bill 1000 - House Bill 1300
Blueprint for Maryland's Future - Implementation

February 16, 2020

Support with Amendment

Catholic Charities of Baltimore strongly supports SB 1000/HB 1300, which will transform our public educational system in Maryland. We have great appreciation for the work of the Kirwan Commission. However, we would respectfully ask that the behavioral health recommendations contained within the Commission's report have funding attached to them.

Inspired by the gospel to love, serve and teach, Catholic Charities provides care and services to improve the lives of Marylanders in need. As the largest human service provider in Maryland working with thousands of Marylanders children each year, we recognize that students succeed in the classroom when their social and emotional needs are also being met.

Catholic Charities provides school based behavioral health services in approximately 140 public schools in Anne Arundel County, Allegany County, Baltimore City, Baltimore County, Frederick County, Harford County, and Washington County. We use a model where our clinicians are based out of an outpatient mental health clinic and then are assigned to schools in the vicinity of the clinic. Most appointments take place directly at the school, but when schools are closed or unavailable we can continue services at the nearby clinic. In some areas, we are also able offer telehealth services.

It is our experience that offering behavioral health services in the schools has a positive impact on the student and the school community. We have seen fewer classroom disruptions, better grades, fewer disciplinary actions and improved attendance.

The single funding source for our services (with the exception of services provided in Baltimore City) is Medicaid. We are able to bill Medicaid directly for 1:1 therapy sessions. This model has two huge limitations 1) we can only service students who are covered by Medicaid and 2) we are only able to provide Medicaid approved services. However, in Baltimore City where there is wrap-around grant funding, our therapists become an integral part of the school community. They can dedicate time to providing consultations to teachers, observing classroom behavior, offering classroom presentations and other services.

The National Center for School Mental Health (which is housed at the University of Maryland) offered suggestions to the Kirwan Commission on what a robust school based mental health program could look like. The Commission adopted the recommendations, however, the Commission only funded some of the recommendations and erroneously indicated that the remainder could be funded with existing resources. Resources do not currently exist to efficiently serve the non-Medicaid population and to provide robust prevention, promotion and intervention services.

We respectfully request that the committees include full funding of the provisions included in the January 2019 Interim Report. We also suggest including requirements to create a uniform district and state level data measurement system to track the outcomes of expanded service.

On behalf of the families and individuals we work with, Catholic Charities of Baltimore appreciates your consideration, and urges the committee to issue a favorable report with amendments for SB 1000/HB 1300.

Submitted By: Regan K. Vaughan, Director of Advocacy

ACLU-MD_KirwanTestimony_200217[13628]

Uploaded by: Vickers-Shelley, Dana

Position: FWA



AMERICAN CIVIL LIBERTIES UNION
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Testimony for House Bill 1300 & Senate Bill 1000 — Blueprint for Maryland's Future

*House Appropriations Committee, House Ways and Means Committee,
Senate Budget and Tax Committee, and Senate Education, Health, and
Environmental Affairs Committee*

Prepared by: Dana Vickers Shelley, Executive Director; Frank Patinella,
Senior Education Advocate; and Justin Nalley, Education Policy Analyst

POSITION: SUPPORT WITH AMENDMENTS

The ACLU of Maryland (ACLU) works to ensure that all children in our state can go to public schools that are equitably and adequately funded; safe, healthy, and conducive for learning; and have a positive school climate, which includes fair and effective discipline policies. We are committed to centering race equity in our work, internally and externally, in order to better support and be accountable to communities of color, whose civil rights and civil liberties are systematically threatened by white supremacy. When looking at the historical impact of education funding on students of color, particularly Black and Brown children, it is imperative that race and wealth equity be the lens through which we evaluate HB1300/SB1000, the *Blueprint for Maryland's Future – Implementation*.

We need a “race-brave” approach that centers race and equity at the very core of funding, curriculum, discipline, teacher recruitment, development and accountability. We must be cautious about a universalist approach. The problem with “all lives matter” isn’t that we shouldn’t value all lives; the problem is that the lives of Black and Brown people are too often not valued. The Blueprint bill must address the needs that all students have, which in the case of children who are Black and Brown, and who live in districts that have struggled with underfunding for generations, means that the state must provide additional funding and culturally relevant programming to them so that those students can also succeed.

Background on Maryland School Funding: *Bradford v. Maryland State Board of Education*. The ACLU believes that the Maryland Constitution’s “thorough and efficient” education clause means that all students have the right to “an education that allows them to meet contemporary educational standards” (*Hornbeck v. Somerset Co. et. al.*). In 1994, the ACLU filed *Bradford v. Maryland State Board of Education*, which contended that Baltimore City Public Schools were significantly and chronically underfunded and that the state was in violation of the children’s’ constitutional rights.

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Representing public school children and their parents/guardians in Baltimore City, the *Bradford* lawsuit cited the lowest test scores from elementary to high school levels, lowest graduation rates, and highest number of disadvantaged students in the state.

The Bradford consent decree increased funding for Baltimore City in 1996 and later for all Maryland schools through the “Thornton” education funding law, which passed in 2002. The Thornton law increased education spending by over \$1 billion, phased in over six years, 2002 to 2008. Over that time period, students from districts with low wealth began showing incremental gains on test scores annually. However, these gains have all but evaporated since 2008, when the state cut the Thornton law by preventing funding increases based on inflation. Hundreds of millions in funding, destined for classrooms in Baltimore City and throughout the state, have had a particularly compounded effect on districts with low wealth over the past 12 years, because these districts needed to overcome generations of underfunding by the state.

Currently, Baltimore City Public Schools are underfunded by at least \$342 million each year, according to a funding “adequacy” analysis of the FY17 education budget, by the state’s Department of Legislative Services. The shortfall statewide is over \$1 billion annually, and many Maryland students, particularly Black and Brown students, have struggled to meet state standards in schools and further, meet their college and career aspirations after leaving school. As the legal representatives of the children enrolled in Baltimore City Schools, the ACLU has a responsibility to ensure that children who attend chronically underfunded schools receive the programs and resources they need to have a quality education.

To ensure that the state fulfills its constitutional guarantee of ensuring adequately funded schools, House Bill 1300/Senate Bill 1000 must center race and wealth equity in its approach to funding, but it also must consider how far some school districts will have to jump in order to achieve adequacy.

This is not a simple matter of a rising tide of statewide funding lifting all boats. We must recognize that generations of underfunding have left some boats tattered and taking on water. Any funding proposal must prioritize helping those districts, which are the furthest from funding “adequacy,” to reach the baseline, so that all Maryland’s students may rise together. This is especially critical when we consider that it is Black and Latinx students in particular being left behind.

The ACLU supports HB1300/SB1000 – Blueprint for Maryland’s Future – with amendments and looks forward to working with the Committees to ensure that students who need the most support,



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benefit from the goals and ideals outlined by the Kirwan Commission's work.

Our concerns focus on four priorities:

1. Wealth equity and funding adequacy in the formula;
2. Accountability measures that are collaborative and constructive rather than punitive;
3. Centering race equity to ensure that the policies in the bill are designed to ensure equitable outcomes for Black and Brown children and children from families with low-wealth; and
4. An open process for the Committees' review and amendment of the bills.

PRIORITY #1: Education Funding Must Be Both Adequate and Equitable

The state education funding formula serves as the foundation for ensuring that schools throughout Maryland have the teachers, support staff, comprehensive academic programming, and resources needed to deliver a constitutionally guaranteed "thorough and efficient" education for every student in the state. It is clear that all students in Maryland need additional funding to improve their outcomes in PreK-12 schools and beyond, in their college and careers. While the funding formula in the proposed bill appears to be an improvement over the current "Thornton" funding law, there remain inequities, and we now have the opportunity to address them. More is needed to ensure that the new education funding formula will comprehensively address decades of underfunding by the state to districts with low income. More is needed to address the wide opportunity gaps experienced by students who are Black and Brown, who are from families with low income, and who are English language learners.

The Formula: Foundation Per Pupil, Weighted Categories, and Concentrated Poverty. While the Blueprint bill calls for a large infusion of dollars into the 1) Foundation, 2) Weighted Categories, and 3) Concentrated Poverty categories of the formula, it is unclear whether or not it provides adequate funding to ensure proper staffing levels and ratios to support the full range of programming needed in schools. The ACLU generally supports the increase in the Foundation Per Pupil amount, Special Education weight, Pre-K funding, and the expansion of the Concentration of Poverty grants over the ten year phase-in period.

However, the decrease in weights for Compensatory Education (97% of the Foundation to 77% over the phase-in period) and English Language Learners (99% to 87%) raises serious concerns. This decrease makes the formula less equitable. This means that there is less of an increase in funding for students



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from families with low-income and immigrant families, compared to what they received in these Weights in the “Thornton” formula. While the Concentration of Poverty grants are significant and greatly needed, those grants will only help to mitigate this equity concern for students who are in schools that have over 55% enrollment of students from families with low income. **Why is there a decrease in Compensatory Education and ELL weights?**

This decrease is compounded by how the Foundation does not recognize the disparities in funding needs among districts to ensure proper school facilities maintenance, which is required by COMAR. According to the state’s Public School Construction Program staff, it costs three times as much to maintain and operate old and deficient schools compared with newer schools. The disturbing reality of this situation was on the front page of newspapers nationwide when over 80 school buildings in Baltimore City had to be closed for an entire week due to broken or faulty heating systems during the winter of 2018. The new funding formula must ensure that students have safe and healthy school buildings. No students in Maryland should have to rely on supplemental appropriations – or donations from the private sector – to ensure that they can learn in school. **The ACLU is urging the committee to work with the state’s Public School Construction Program staff to develop a multiplier in the Foundation based on average facility age and/or overall deficiencies to ensure that all districts have the funding necessary to properly maintain and operate their school facilities.**

Students must not be shortchanged by schools having to satisfy special education requirements at the expense of a comprehensive fine arts program, or having large class sizes because a school needed more social workers, or neglecting facility maintenance to hire more paraprofessionals. Given that the education funding formula, once passed, is likely to be in place for at least a generation, the legislature has a responsibility to ensure that the formula meets adequacy.

The ACLU is asking the committees to:

- Produce a detailed analysis of the full formula, showing the staffing type and levels, programs, and services covered by each part of the formula.
- To make necessary changes to any part of the formula to ensure that the formula will provide a constitutionally “thorough and efficient” education.
- To ensure quicker and larger phase-in of dollars for the counties furthest from funding “adequacy”.

Wealth Equity: Progressive vs. Regressive Formula. The Kirwan Commission reported that Maryland’s current funding formula – when considering both local and state contributions to education – is regressive. Unacceptably, students in districts with low income currently receive



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approximately 5% less than those in wealthy districts, despite the enormous disparity in needs between the two groups. The proposed formula maintains these wealth-equalization calculations and the Department of Legislative Services reported that the proposed formula will have a 1.098 rating in FY30, in terms of progressivity. While this rating is acceptable, certain Maryland districts with low wealth have expressed publicly that covering their local share for education under this bill will be a significant struggle. While the ACLU supports all districts, including ones that are low-wealth, contributing significantly more to education, more needs to be done to ensure that the proposed formula is feasible for districts struggling to emerge from generations of underfunding by the state.

There are several ways that the state can direct more funding to districts with low wealth and high-needs. In addition to sharing in the cost of the Foundation Per Pupil, the proposed formula requires local districts to cover their share in the Weighted Categories. While the ACLU supports full funding for these categories, requiring districts with low wealth to contribute their full share is inequitable. Districts with low-wealth have the largest populations of Compensatory Education, ELL, and Special Education students, which means that they are disproportionately burdened financially.

To ensure equity for students learning in districts with low-wealth, the ACLU asks that the state:

- Cover the Weighted Categories for districts with low wealth, in full or in part;
- Increase the Guaranteed Tax Base (GTB) to 95% to direct more state dollars to low-wealth districts;
- Remove funding “floors”, which provide more funding to wealthy districts than what should be given, based on the wealth calculation in the formula. This change would make more state dollars available to those districts that have greater needs and lower fiscal capacity.

PRIORITY #2: Race Equity in Accountability

State and local mutual accountability will allow for successful implementation of the new Blueprint for Maryland’s Future; however, the Blueprint bill does not take into account the starting positions for each county. As of fiscal year 2017, 20 of the 24 counties in Maryland had an adequacy gap of tens of millions to hundreds of millions. Given the state’s constitutional responsibility to fully fund the education of every child in Maryland, it is troubling that the Blueprint bill makes localities subject to withholding of 25% or more of the increase in state funding, if their implementation plan is not satisfactory and student performance is not increased. This punitive measure against school systems amounts to a debtors’ prison, in which school systems with low wealth, and the students there



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seeking to learn, are forced to suffer from not having the infrastructure already in place due to decades of disinvestment as they seek to implement wide-ranging implementation plans. It is the state's constitutional duty to ensure that every student has the resources required to meet state standards.

The ACLU urges the state to remove the penalty of 25% or more funding withholding for local school systems in implementation and to create a more equitable accountability measure. These measures must include:

- An Equity Audit, a tool to identify and address the source of a school or school district's disparities in achievement, discipline, and/or access to high quality services;
- Timeline and Guidance – a strategy of implementation, including definitions and timelines, for each recommendation; and “supplement, not supplant” provisions in enabling legislation to ensure that new dollars support specific new programs;
- Community Partnerships and Stakeholders – school community representatives and non-profit organizations working with districts and the state to monitor any gaps in policy, administrative plans and student experience, and ensure that resources align with recommendation goals;
- Require that any participating early childhood program be subject to the same regulations as public prekindergarten programs, including the ban on suspensions and expulsions, in order to access public funds.

PRIORITY #3: Race Equity in Education Policies

The outcomes from the Massachusetts Education Reform Act of 1993, which serves as an inspiration for the work of the Kirwan Commission, is evidence that a race-blind approach to school funding and policies will not deliver the results intended by the Blueprint recommendations. Universal solutions only serve to entrench existing inequities.

Hoping that those most disadvantaged will make some gains, while the achievements of those already at an advantage compound, will make the imbalance in student performance even worse than it is now. If the recommendations embraced by the Maryland General Assembly in 2018 are to be realized, it is imperative that we take a “race-brave” approach that centers race and equity at the very core of funding, curriculum, discipline, teacher recruitment, development and accountability. **While the ACLU supports the inclusion of Restorative Approaches in the bill, these are other major areas that must be focal points of the bill.**



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- **Curriculum requirements that include a Culturally Responsive Pedagogy.** The proposed policies requiring teachers to demonstrate a differentiation of instruction and cultural competence is a good start, but it does not go far enough to ensure that both the curriculum and instruction are responsive to Maryland's diverse student population. Instead, the ACLU proposes that curriculum requirements include a pedagogy that recognizes and responds to cultural differences among students and provides guidance on alternative methods of teaching.
- **Increase diversity of educators and support staff.** The ACLU supports the Kirwan Commission's recommendations to turn teaching in Maryland into a high-status profession, but we believe HB1300/SB1000 falls woefully short in ensuring that students have teachers that are both high quality and that reflect the diversity of our students. **ACLU supports amendments that have been proposed to:**
 - Fund grants for Historically Black Colleges and Universities, Hispanic Association of Colleges and Universities, and Minority Serving Institutions, and alternative certification programs with a track record of preparing diverse and high-quality teachers and leaders, to support their efforts to prepare candidates for success in the classroom, including as measured by new licensure exams;
 - Require all future general education teachers to take at least one course and demonstrate competencies in teaching English language learners;
 - Create incentives and pathways for people in communities of color to become teachers by expanding teaching scholarships and loan assistance for diverse candidates, and providing a salary supplement to bilingual educators.
- **Increase access to high quality teachers for students of color.** Evidence shows that students with high needs are more likely to have inexperienced teachers or those teaching outside their area of expertise. Requiring districts to report disaggregated data on teacher assignments and take meaningful action to address inequities will help ensure that students of color are receiving comparable instruction. Additionally, districts should be required to prioritize access to strong teachers for students of color and students from families with low income to help these students achieve adequacy over a shorter timeline.



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PRIORITY #4: Open and Meaningful Process and Debate to Amend the Blueprint Bill

We recognize that there is a deadline by which the bodies must act. However, we also recognize the need for Marylanders to have as much faith in the review process as they do in the outcomes the bill seeks to achieve. For this reason, we believe it is critical that there be an open and meaningful process as the Committees proceed to debate, amend, and rewrite the proposed legislation. This process should include multiple workgroup meetings with opportunities to hear amendments from stakeholders and advocates. These meetings should be open to the public and available on live stream.

Most Marylanders recognize that this is a critical moment for our State, as decisions made in this session will likely impact the next two generations of school children. And it will have a lasting impact on the entire state of Maryland and its economy. The state cannot afford to repeat past mistakes and treat race and wealth equity as afterthoughts. The ACLU is hopeful that the Committee will take the time to work with advocates – including those most affected by the bill – and make changes that will lay a strong foundation for an excellent education system that will meet the needs of every student in the state.

MABE_John.Woolums_FWA_SB1000

Uploaded by: Woolums, John

Position: FWA

BILL: Senate Bill 1000 and House Bill 1300
TITLE: Blueprint for Maryland's Future – Implementation
DATE: February 17, 2020
POSITION: SUPPORT WITH AMENDMENTS
COMMITTEES: Senate Education, Health, and Environmental Affairs Committee
Senate Budget and Taxation Committee
House Ways and Means Committee
House Appropriations Committee
CONTACT: John R. Woolums, Esq.

The Maryland Association of Boards of Education (MABE), representing all of the state's local boards of education, supports the Blueprint for Maryland's Future legislation (Senate Bill 1000/House Bill 1300) to launch 10 years of continuous improvement and innovation in the delivery of elementary and secondary education in Maryland's public schools. Our nearly 1 million public school students deserve nothing less.

MABE led the advocacy effort to create the Commission on Innovation and Excellence in Education precisely so that an updated adequacy study and other funding and accountability issues could be debated and transformed into legislation to update and improve Maryland's school finance system. The Blueprint for Maryland's Future Act represents the culmination of these efforts.

MABE views the Kirwan Commission's recommendations and the Blueprint for Maryland's Future as a "Call to Action" for the building of a world class education system in Maryland. MABE supports the focus on policy and funding recommendations in the following major policy areas, to ensure that each student is provided with:

- High-quality early childhood education programs;
- High-quality and diverse teachers and principals;
- Access to college and career readiness pathways (including advanced college prep programs and career and technical education that leads to employment); and
- The significant additional state and local resources needed to ensure that each and every student is afforded every opportunity to succeed.

MABE believes that significant funding increases and policy reforms are needed to support equitable access for all students to an excellent education. MABE also believes that local boards must be at the helm, fulfilling the responsibility to govern school systems in the best interests of all students, and that the Blueprint for Maryland's Future Act must be consistent with the principle of adequately funding educational programs and preserving the role of local board governance. In this context, MABE is requesting amendments to the bill as introduced to ensure that the final bill is much more aligned with these same principles.

Maryland must renew its commitment to fulfilling its constitutional mandate to fully and equitably fund an excellent education for each of Maryland's nearly 1 million public school students. MABE is confident that this legislation can achieve these goals. For these reasons, MABE requests a favorable report on the Blueprint for Maryland's Future legislation, with amendments to ensure a smooth transition to new fiscal and academic reporting requirements and to adopt accountability measures that better reflect the governance authority of local boards of Education.

SB 1000.Kirwan Blueprint for Marylands Future

Uploaded by: Woolums, John

Position: FWA

BILL: Senate Bill 1000 and House Bill 1300
TITLE: Blueprint for Maryland's Future – Implementation
DATE: February 17, 2020
POSITION: SUPPORT WITH AMENDMENTS
COMMITTEES: Senate Education, Health, and Environmental Affairs Committee
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MFRW_UNF_SB1000

Uploaded by: Ennis, Ella

Position: UNF



MARYLAND FEDERATION
of
Republican Women

To the Chairman and Members,
Senate Education, Health and Environmental Affairs Committee
Senate Budget and Taxation Committee
House Appropriations Committee
House Ways and Means Committee

RE: SB 1000 (HB-1300) -Blueprint for Maryland's Future – Implementation –MFRW - OPPOSED

The Maryland Federation of Republican Women Oppose SB 1000. This bill is very long - 172 pages and is intended to “transform Maryland’s early childhood, primary, and secondary education system to the levels of high-performing systems around the world”; It:

- is very complicated and is an over-reaching expansion of state control of education;
- is very costly - \$32 Billion additional over 10 years, and about \$4 billion additional every year after.
- mandates additional expenditures by local governments;
- requires additional expenditures for the English Learner program equal to 100% of foundation funding;
- does not identify long-term funding sources;
- has little parental or family involvement in decision making.
- adds at least 6 new state boards/teams/programs, from the overall Accountability & Implementation Board to the Expert Review Team; Teacher Quality & Diversity Program; Career & Technical Education Committee Expert Review Team & CTE Skills Standards Advisory Committee all to adopt regulations, guidelines, evaluations, and reports and coordination.
- adds heavy bureaucratic reporting burden for county school systems;
- increases paperwork reporting for teachers and reduces teacher decisions on what to teach.
- increases state influence and indoctrination of young children (3 and 4-year-olds);
- expands school-based health clinics, and social services including behavioral health assessments and services with no mention of parent knowledge, involvement or consent.

SB 1000 is excessively complex, expands government control of families and children, increases state bureaucracy, and is too expensive. While the “world class” goals are laudable, we must first concentrate on all students achieving grade-level competency. We urge, over the next two years to require all Maryland public schools to:

(1) ensure every student can read (words and comprehension), write and do math at grade level. Add science competence at appropriate grade level next. If the Baltimore Collegiate School for Boys in Baltimore City can improve math scores by 50% in one year, public schools should be able to improve them in 2 years. (source: 13 Baltimore City High Schools, zero students proficient in Math by Fox News Nov. 10, 2017).

Page 2

SB 1000- MFRW – Opposed

(2) require disruptive-behavior students-those who frequently act out and cause their classroom to be evacuated—be placed in “alternative classes” until they can conform their behavior, and not be allowed to repeatedly reduce learning opportunities for all other students in the class or endanger students or teachers.

(3) concentrate on getting students to attend class, every day. Regularly attending class will improve learning.

Maryland currently spends approximately \$16,000 per student. That is \$320,000 per 20 student class. Are we to believe that you can't pay a teacher a competitive salary on that level of funding? It's not just how much money is spent, but how much is actually going into the classroom and teachers vs on contracts, administration, etc.

Please, don't rush this massive, increase in bureaucracy, cost and unknown-funding plan, SB 1000, through this year. Go step-by-step – bring student achievement up to grade level. Involve the community and parents and teachers as proposed in SB 275 the Community and Local Accountability for Struggling Schools (CLASS) Act of 2020. Provide competition through vouchers. Competition works and costs less.

Sincerely,

Ella Ennis

Legislative Chairman

Maryland Federation of Republican Women

MdTaxpayerAssoc_DeerHodges_UNF_SB1000

Uploaded by: Hodges, Dee

Position: UNF

TESTIMONY regarding SB1000 and HB1300
By DEE HODGES, PRESIDENT, MARYLAND TAXPAYERS ASSOCIATION
February 17, 2020

The Maryland Taxpayers Association favors genuine Public School reform that will improve the academic results of our students. Our problem is that real reform has largely not been addressed in this monumental document/proposal.

Testing has shown Maryland student results to have declined. Too many are testing below 50 per cent. Before considering these bills, the Legislature needs to focus on:

Curriculum: The Common Core curriculum needs to be replaced with a real Back to Basics curriculum.

Discipline has not been addressed. There is no substitute for a culture of listening by students in the classroom. The problem is multi-sourced.

- Lawsuits are often frivolous, but expensive, causing zero disciplinary action for students who need it. The laws need to be reviewed to avoid the preponderance of such suits.
- Students may come from poorly functioning home backgrounds like lack of fathers in the home.
- Our laws should be reviewed to avoid the anti-family, anti-marriage laws/regulations within our taxing and social welfare systems.
- The students who are egregiously bullied need help and those who bully need to be stopped.

Competition is needed for the monopoly public schools. Give parents Education Choice.

- **Choice** is cheaper.
- The average private school tuition is \$1500 to \$2000 less than per student public school costs.
- Even Charter Schools function with less because they don't receive capital money.
- Administrations for both private and charter schools are small.
- It is public school bureaucracy that costs the money.

Unaffordable- More taxes are simply unaffordable for most Marylanders. Maryland is anti-business and is typically among the highest taxed states. It's time to change.

MdTaxpayerAssoc_UNF_SB1000

Uploaded by: Maryland, Taxpayers Assoc

Position: UNF

MARYLAND TAXPAYERS ASSOCIATION

General Assembly Session Week of Feb 17 (Monday is Presidents' Day)

Donations are appreciated, send to Maryland Taxpayers Association, 9613-C Harford Road, #527, Parkville, MD 21234. **Subscribe or unsubscribe** by replying to this email.

To further check out each bill, go to <http://mgaleg.maryland.gov/mgawebsite/> and insert the bill number in the search box on top right.

Joint Hearing SB1000, HB1300- in Legislative Services, 4 committees, 2 in each House: Senate Budget & Tax, Senate Education, Health & Environmental Affairs, House Appropriations, and Ways & Means. The 172-page bill regarding the Kirwan Commission on Innovation and Excellence in Education is now called **Blueprint for Maryland's Future – Implementation.**

It cannot be stated often enough that this bill does not address the real needs that could improve student results; instead it mostly expands the Public Schools reach into childhood development between birth and kindergarten. It includes 3 and 4 year old pre-K as well as social programs from infancy also. The Teachers' Unions will benefit from more dues income from increased teacher hires plus higher teacher pay all around and even more bureaucracy.

Also, legislators, mostly from the dominant party, will benefit from increased donations. Note that teachers' unions nationwide donate more money to campaigns than most other groups.

Two changes that are sorely needed, but not addressed: **1) Replacing the Common Core curriculum with real "Back to Basics" schooling, and 2) Serious disciplinary action.** Until these two points are addressed, it makes no sense to expand public school reach at taxpayers' expense.

The curriculum must include more rigorous, meaningful teaching of reading, writing and arithmetic. Phonics, spelling, cursive, times tables, true history, and science.

Discipline is the biggest problem most all teachers will tell you they face. It is complicated by lawsuits, many frivolous. Also, the gradual destruction of the family by government policies that are too often anti-marriage and anti-family. Understanding of a difficult student is one thing, but ignoring actions is not a solution for the classroom or for students who have been egregiously bullied with little or no protection from authorities. Note that it has been pointed out that often boys, especially, will join gangs for a kind of father figure they lack.

Will the Legislature pass Kirwan without funding just as Thornton was passed? Or is it really about the money?

Other:

Among many, many bills, Feb 17-22 seems to be the Education bill week. Other highlights in W&M include:

2/19 HB347- CLASS Act-the Governor's bill to **enable special Innovation Schools** within failing public schools. **HB724-Virtual Learning in Charter Schools.** Modernized forms of teaching, like Virtual Learning was another thing missed by the Kirwan Commission.

2/21- HB743 Universal School Start Act, which would put into law that the school start day is the day after Labor Day. This is a big business bonus for family vacations especially Ocean City and Deep Creek Lake.

Senate B&T has quite a few tax bills on Wed, Feb 19: Go to website above and click on **Meetings**. Same date in **EH&EA are clean environment bills** offering solutions which may be expensive and not the best. **Other tax proposals in W&M: HB765-MD Tax Revision Commission proposed. HB788- allows Itemized Tax Deductions** from MD Income Tax even if the taxpayer did not itemize on the federal return. The Legislature has harmed MD by ignoring this windfall tax increase on many Marylanders since the Federal Income Tax cut because even more taxpayers will leave our state due to its unreasonably high taxes.

SB1000_Worcester_UNF_Mitrecic

Uploaded by: Mitrecic, Joseph

Position: UNF

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Worcester County

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SNOW HILL, MARYLAND

21863-1195

February 14, 2020

The Honorable Delegate Maggie McIntosh, Chair
House Appropriations Committee
Room 121 Lowe House Office Building
6 Bladen Street
Annapolis, Maryland 21401-1912

The Honorable Delegate Anne R. Kaiser, Chair
Ways & Means Committee
Room 131 Lowe House Office Building
6 Bladen Street
Annapolis, Maryland 21401-1912

The Honorable Senator Paul G. Pinsky, Chair
Education, Health & Environmental Affairs Committee
Room 2, West Miller Senate Office Building
11 Bladen Street
Annapolis, Maryland 21401-1911

RE: Opposition to HB 1300/SB 1000 Blueprint for Maryland's Future - Implementation

Dear Delegates McIntosh and Kaiser:

On behalf of the Worcester County Commissioners, I would like to express our strong opposition to the funding formula proposed in HB 1300/SB 1000 Blueprint for Maryland's Future – Implementation. While we applaud the academic recommendations of the Kirwan Commission for Maryland Public Schools to assure Maryland's education system is among the highest-performing systems in the world, we have tremendous concerns about the funding formulas used within HB 1300/SB 1000 to achieve this goal. Specifically, we oppose the mandated increased local spending, as Worcester County is already investing more per student than any other district in Maryland.

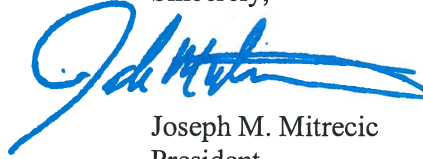
The Worcester County public school system is a model education system, recognized throughout the state and nation for excellence. Both the Worcester County Commissioners and Worcester County Board of Education have demonstrated time and time again that we know how best to allocate vital resources to support teachers and support staff, foster educational achievement among our students, and make the necessary investments to ensure school facilities are maintained properly so that teachers can teach and students can learn in safe, clean and functional environments.

We have concerns regarding how required increases in education funding could impact Worcester County Government and taxpayers during slow economic times should the state be unable to fulfill its financial commitment to education funding. Furthermore, the bill denies counties the flexibility to meet the Kirwan objectives in ways that make sense to local need and circumstance. For more than 150 years,

education has been a priority in Worcester County, ensuring an exceptional education experience for each of our students.

In closing, we ask you to join us in opposing HB 1300/SB 1000 on the grounds that one size does not fit all and that funding demands of the county are inconsistent with fairness and do not account for demographic disparity.

Sincerely,

A handwritten signature in blue ink, appearing to read "Joe Mitrecic", with a long horizontal flourish extending to the right.

Joseph M. Mitrecic
President

CC: Senator Mary Beth Carozza
Delegate Wayne Hartman
Delegate Charles Otto
MACo

Robin Rice_UNF_SB1000

Uploaded by: Rice, Robin

Position: UNF

SB1000

Child Care business owner's frequently start a family child care home because they have young children of their own. That is how I started child care in 1983. Elected officials had a programs on the county level and the state level to encourage business owner's to increase the number of children they cared for.

The state worked for years and finally passed HB640 in 1989, increased child care from 6 children to 8 children including the provider's own children under the age of two. I nearly lost my house because the fire marshal decided to count the provider's children under the age of 6; ten minutes after the law was passed. I managed to get a fire code modification and was able to care for 8 client children.

The county changed the zoning regulations and encouraged business owner's to apply to care for more than 8 client children. It took me 9 years four properties, \$750,000 in cash and debt, and 6 special exception/conditional use zoning applications. I achieved expanding my child care business to 30 children.

Around 2005, OCC (office of child care) seemed to have a goal of reducing the number of residential child care businesses. Montgomery County had 1,200 family child care homes and the numbers quickly went down to 842. I went thru administrative hearings and increased my debt with attorney fees by about \$15,000 to protect my business. Currently, family child care homes have dropped to 782 in Montgomery County. I survived again.

In 2008, I had to invest \$50,000 in attorney fees and building costs to save my business again.

When the State takes over the child care business by creating unfair competition, taking the cost out of the taxpayer's pocket and/or passing the debt to our children; private business's will be hit hard like a tornado. Elected officials care and think that universal pre-k is a good idea. It's not. It's not for private businesses, for taxpayers and especially for the children.

What will happen though, is while the State tries to build the buildings, hire the teachers, increase the parking space by 300% for the teachers due to staff ratios, current business owner's will lose their business property and assets. And when the tide changes and the private sector is again asked to help by being private contractors to care for the kids, the devastation created by this bill will have few private business's left to help.

What you don't understand is while you want to help with child care; taking the profitable age group of the children age 3/4 and leaving the 50% customer base of infants and toddlers, we can't pay our bills with that age group and we will have to close.

Please note that while HB 640 and the regulations both state that the provider's children should be "counted" OCC actually subtracts the provider's children from the number in the MSDE/OCC certificate for family child care. There are 5,055 family child care homes, because the provider's children are subtracted instead of counted the number of children in family child care will be off by the provider's children, possibly 10,615 children you need to build a school for. (2.1 children per provider estimate)

Robin Rice 5913 Wild Flower Ct. Derwood, MD 20855 301 963-7190 2vbooks@gmail.com

P.S. Potential business owner's will not be able to see the regulations on OCC's site, they are taking them off their site on February 28th.



CGR_Shaun Rose_UNF_SB1000

Uploaded by: Rose, Shaun

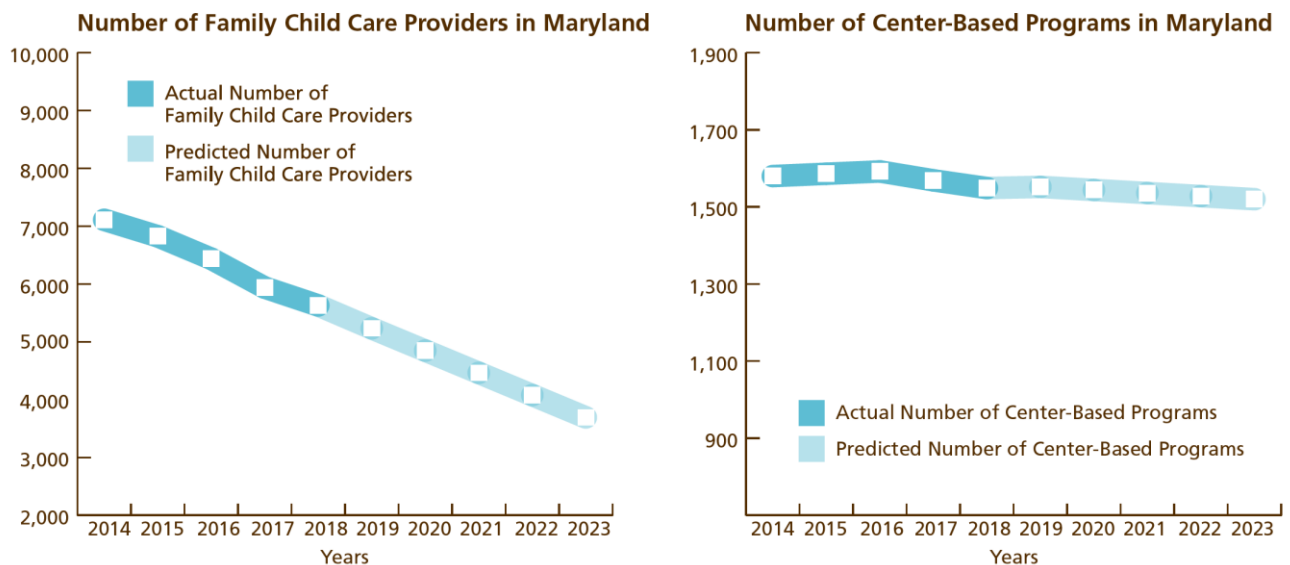
Position: UNF



Senate Education, Health, & Environmental Affairs Committee
 Senator Paul G. Pinsky, Chair
 General Assembly of Maryland
 2 West Miller Senate Office Building
 11 Bladen Street
 Annapolis, MD 21401
Paul.Pinsky@Senate.State.MD.US

Feb 17, 2020

How many child care providers will there be in Maryland in the future?



Children in the 0-4 age group are projected to **increase by about 15.8%** from 2019 to 2023. Meanwhile the number of licensed family care providers is projected to **decrease by 29%** while the number of child care centers is projected to **decrease by 2%**. -Trends in Child Care 2019, p.3, Maryland Family Network

SB1000/HB1300 Blueprint for Maryland's Future - Implementation

Dear Senator Pinsky,

I write to express my opposition to SB1000/HB1300. I want to be clear that I am fully supportive of the State's efforts to put more funding into school facilities with SB1/HB1, as well as the portions of SB1000/HB1300 which would increase teacher pay and provide more planning and professional development supports that teachers need to be successful. I have a son in public school and, while I have been very happy with his teachers, I can tell that there is

a lot of pressure on them and I see a strong need for more resources to address burnout and encourage more teachers to enter and remain in the profession. I am concerned however, that this bill doubles down on failed accountability measures (testing) and does too little to encourage teachers and schools to focus on our children's social-emotional and physical needs. In fact, I used to be a Maryland public elementary school teacher and I left the profession for this very reason. I now see it negatively impacting my son's daily experience in public middle school, which he describes as torture.

For the past 15 years, I have been involved in child care and early childhood development as both a parent and then as the president of Rock Spring Children's Center. Rock Spring is a nonprofit child care & preschool facility that attempts to meet the needs of the families and children in our community with spots for 176 infants through pre-k children. The policy issues we face are complex and are rarely anyone's primary area of focus. Child care and early childhood education are not typical areas of expertise for school principals, for school system administrators, for our Board of Education members, or for many of our decisionmakers. Research on these issues is far from settled with conflicting findings on many important factors.¹

An important issue that is not widely understood is that we have a child care crisis that has been building for years and that we have no comprehensive plan to fix. You can see from the chart at the top of my testimony that Maryland has had sharp declines in the number of licensed family child care providers. Behind the more moderate declining trend in the numbers of licensed center based programs are alarming warning signs – an aging group of providers and staff anxiously hoping to just make it to retirement, child care businesses struggling to make their budgets work, staff shortages with a lack of younger people entering the field, and a sense that those of us who work in child care need to be making backup plans for alternate livelihoods.

The increase to Maryland's minimum wage is significantly increasing the costs for many programs across the state and parents aren't able to absorb the necessary tuition increases. Increases to the state's child care subsidy program still aren't enough to fully cover the costs of quality child care and only help those families at the bottom range of the income scale. There seems to be a shortfall projected for the State's child care subsidy funding and this is a repeating pattern that makes it difficult for child care programs and parents to rely on it.

¹ See for example, the National Academies of Science report, "Transforming Our Work Force," acknowledging that "existing research on the relationship between the education level of educators and the quality of instruction or children's learning and development is inconclusive." <https://www.nap.edu/catalog/19401/transforming-the-workforce-for-children-birth-through-age-8-a> p.434. Thus, requiring higher level degrees that can double the cost of care seems a dubious proposition when parents cannot even afford the current cost of care.

As a former representative of child care providers in both elected and appointed capacities, I have testified regularly about the critical need for more state funding to better support parental needs for quality child care, to bolster & expand child care businesses, and to improve the wages of child care workers. The cost of care continues to increase beyond the ability of most Maryland families to pay it. This hurts Maryland's economy and tax base, exacerbating the inequalities that SB1000/HB1300 is attempting to address.

The Commission recognized some of these issues in its interim report in the following excerpts:

Policy Area 1
Early Childhood Education

As the Commission assessed the present state of preK-12 in Maryland, perhaps its greatest concern is the unacceptably large achievement gaps among students based on income and race, as well as other characteristics. **The Commission came to understand that a major source of the problem is the deep disparity in family income that affects the early development of children.**

* * *

As the Commission learned, unlike the United States and Maryland, many of the countries with **top-performing school systems provide free or very low-cost and very high-quality child care and early childhood education for all children before they are enrolled in elementary school.** In addition, many of these countries provide significant financial supports to a wide range of families with young children, **some providing monthly stipends for each child.**

* * *

If the Commission had a mandate to address these problems at their root, it would have made recommendations that went far beyond its charge to address issues of education policy. But it did not. In keeping with its charge, the Commission has chosen to make recommendations that, among other things, would greatly expand access to high-quality, full-day early childhood education.

Maryland Commission on Innovation & Excellence in Education, Interim Report, January 2019, p.31 (highlights added)

It is critical that we recognize, as the Commission stated, that income inequality is a major **cause** of disparity issues that exist in school and persist later in life. These disparities in school are a **symptom** of income inequality. Testing is the primary method we have used to monitor these disparities and endeavor to bring **accountability** for improvements. Quality educational environments can mitigate the **symptoms**, but they aren't geared to solving the **cause**. The intense focus on accountability measures means that we are even a further step

away from making real progress as the focus of our schools becomes the scores on the tests. This is a terribly inefficient way to solve a problem.

Unfortunately, this paradigm has existed in one form or another for decades in our school system. It hasn't gotten us the results we desire, but now we want to expand it down to even younger children. It doesn't account for our children's time for play. It doesn't account for the importance of the relationships teachers and caregivers form with our children and families. It doesn't account for social-emotional development. It doesn't account for our children's joy or happiness.

Supporting quality child care, on the other hand, is a much more direct and efficient way to impact some of the roots of the income inequality problem. Child care allows families to work and/or improve their education or training. Child care ensures children are insulated from many of the negative impacts of the lack of resources through the availability of consistent, quality care environments during critical periods of development. This is why the economic research into this issue shows a 13% Return on Investment for money spent to support birth to 5 programs.² I have heard some of our education officials use this research to support the argument for the type of 6.5 hour per day, 180 days per year pre-K programs that are in this bill. However, this is a misapplication of the economic research.

I've written to and talked with many of the decisionmakers throughout this process about the specific concerns with this pre-k plan centering around three important topics of content, cost and control.³ They can best be summarized as:

- a. Content – taking the same developmentally inappropriate practices that aren't working for our kindergarten and elementary school children and pushing them down to even younger children; academic testing of 3 and 4-year-olds; shifting teacher focus away from engagement with children and towards testing and results; designing programs to match a public-school day rather than a parent's work day.
- b. Cost/Reimbursement – reimbursement rates in both the Pre-K Expansion plan and proposed Universal Pre-K plan that do not come close to paying what child care actually costs; reimbursement rates that have been cut from one year to the next, showing that such funding is an unreliable source around which to build a

²“Research shows high-quality, birth-to-five early childhood education provides a higher rate of return than preschool alone.” www.heckmanquation.org

³ While several provider representatives worked to raise these issues with the Kirwan Commission, our concerns weren't taken seriously, and we were instead repeatedly told that “this is happening and either get on board or get left behind.” In fact, no research was done into the impact the pre-k recommendations would have on Maryland's existing child care programs.

business; extensive delays in getting reimbursements to providers; requirements to hire degreed teachers (a workforce that does not exist in the numbers that would be needed) and pay them the same as public school teachers.

- c. Control – puts control with the school system where substantive experience and training in child care and early education is limited or non-existent; accountability standards are rigid and not reflective of reality and the diversity of approaches; decisions being made by people who have little to no understanding of how to run a business; businesses lose the needed flexibility to be sustainable and worth doing.

While there were some minor improvements on some of these issues in the final bill, the major issues remain unaddressed. For example, on content, the focus remains a 6.5 hour day, 180 days a year, that is unreflective of the developmental needs of 3 and 4 year old children and the workday of parents using busses, facilities & school procedures that were not designed for children that young.

On cost, we can look to DC to see how their rather well funded pre-k program decimated their existing child care programs, made the cost of infant & toddler care skyrocket with the loss of 4 year olds from the system⁴ and required massive supplemental spending legislation (\$500 million over 10 years) that they have not yet been able to figure out how to fund (only \$15million of the projected \$30-\$50 million needed this year).⁵ MD would be committing all available resources to the Kirwan recommendations with no way to correct the impact to child care programs with a large new spending bill in the coming years.

As to control, this bill builds heavily upon the dysfunctional foundation of MSDE administration. We documented this recently in a hearing in front of the AELR Committee regarding proposed regulations. There is a lack of trust between child care providers and MSDE that makes it hard to form the type of partnership needed to make this pre-k scheme work for all community based child care providers. The bill itself seems geared towards shifting pre-k into the public schools and simply using existing child care providers until this can be accomplished.

This bill represents a major commitment of Maryland's resources for the next decade to a course of action we know to be flawed in significant, foundational ways and that does not

⁴ The **average** cost of infant care is now \$24,243. <https://www.epi.org/child-care-costs-in-the-united-states/#/DC>. See also https://www.washingtonpost.com/local/social-issues/parents-pay-extra-to-find-child-care-in-the-right-place-at-the-right-time/2016/12/18/7450a03c-c3a3-11e6-9578-0054287507db_story.html).

⁵ See <https://wamu.org/story/18/11/19/d-c-looks-for-ways-to-fund-ambitious-early-childhood-program/> & <https://dcactionforchildren.org/blog/significant-birth-three-funding-passes-dc-council>.

comprehensively address the needs of our youngest children and their families. While it may make the statement that our public education system is a top priority, it also makes a statement that we do not care about child care programs or the people who, for decades, have served as the biggest subsidy to our system by working at low wages to meet the needs of our children and families. It says that if you aren't willing or able to get a degree to do the same job you have been doing (and doing successfully), then you will be cast aside. It says that if you aren't willing to restructure your programs to a format you do not believe is the best for kids or families, then you will not be able to continue operating. It says that although you've dedicated your life to children and families, we just don't care about you.

As a result, I ask that if you vote to proceed with this bill, please publicly express your concern about the child care crisis, the impact that this bill may have on it, and your commitment to proceeding on a parallel track to increase resources to families to meet their child care needs and better support the child care workers currently in the field. Please make a commitment to be mindful that we need to be planning for substantially more funding for child care subsidies and tax credits and/or some other form of large-scale financial investments in the child care industry. Please also keep in mind that any bills Maryland passes that impact child care should be adding resources rather than increasing costs or adding unfunded mandates.

I thank you so much for your dedication to our State and to our families. While I tried to be blunt in my testimony, I understand that our elected officials have to navigate a complex and competing demand for resources. Child care research and policy is a developing area with many issues that are not yet fully understood, especially from the operational perspective. But to borrow a line from a recent important speech in Congress, "If you don't know, now you know." I hope that my testimony is of use to you in your decision making.

Sincerely,



Shaun M. Rose
President, Rock Spring Children's Center
Shaun@RockSpringCC.com

MSDE_INFO_SB1000

Uploaded by: Clark, Tiffany

Position: INFO



Karen B. Salmon, Ph.D.
State Superintendent of Schools

BILL: Senate Bill 1000 and House Bill 1300 **DATE:** February 17, 2020
SUBJECT: Blueprint for Maryland’s Future – Implementation **COMMITTEES:** EHE, W&M, B&T, APP
POSITION: Information Only
CONTACT: Tiffany Clark
410-767-0090 (Baltimore)
tiffany.clark1@maryland.gov

EXPLANATION:

The Maryland State Department of Education (MSDE) is providing information for your consideration regarding Senate Bill (SB) 1000 and House Bill (HB) 1300, Blueprint for Maryland’s Future – Implementation. We would like to acknowledge the important work and recommendations of the Commission on Innovation and Excellence in Education reflected in SB1000/HB1300. This legislation creates a significant number of new or additional requirements that will magnify the responsibilities of the MSDE. The volume and degree of work will require a substantial investment in personnel to ensure that the requirements of the legislation are implemented with fidelity and efficiency.

The MSDE has sought to provide information below on many areas within SB 1000 and HB 1300 that may be instructive as the committees contemplates the legislation.

Early Childhood and Family Supports

We are encouraged by the additional investment in funding for early childhood educational opportunities and support for families outlined in SB1000/HB1300. A lack of resources and access to necessary supports often disproportionately impacts our most disadvantaged students. MSDE is committed to ensuring that our youngest learners and their families have equitable access to child care services and experiences that offer them pathways to success. MSDE will require a considerable number of additional personnel and resources to continue to develop a mixed-delivery system for publicly-funded prekindergarten, manage existing and new grant programs identified or expanded in the legislation, and provide technical support to child care providers and local school systems throughout the State.

Accountability and Implementation Board

MSDE has worked hard towards comprehensive accountability in recent years, and we are committed to effective measures of accountability and transparency for all stakeholders involved in the

implementation of SB 1000/HB 1300. The current accountability body for MSDE is the State Board of Education (State Board). SB 1000/HB 1300 establishes an *additional* Accountability and Implementation Board to monitor the implementation of the Blueprint for Maryland’s Future over the course of 10 years. A number of the key measures identified with the establishment of the new Accountability and Implementation Board, are duplicative of the authority already vested in the State Board. Without clarity on which body serves as the ultimate accountability mechanism for MSDE, there will be significant confusion among stakeholders across Maryland as to where ultimate authority lies for setting education policy in the State. At this critical time for implementation of substantial programs, consistency and clarity are needed for all parties to move forward effectively with the Blueprint. Furthermore, the existing structures of State government are the best mechanisms to provide the necessary governance and accountability sought by all stakeholders involved. Under the oversight of the State Board, the Maryland Department of Education (MSDE) has the structure, expertise, and experience in place to carry out the responsibilities and charges outlined in this legislation.

School Leadership Training Programs

SB 1000/HB 1300 requires the MSDE to establish school leadership training programs, in collaboration with the Accountability and Implementation Board, to be provided to state-level leadership and instructional staff, as well as State and county board of education members, local superintendents, and school principals. The bill specifies that MSDE must “establish” these programs, however, what occurs after the development of specific content areas for appropriate audiences remains unclear.

The requirements of the leadership training program partnered with the additional requirements of the Accountability and Implementation Board are arduous and would prevent talented professionals and board members from accepting positions in which their skills are greatly needed.

College and Career Readiness – Graduation and High School Diploma

Currently, Maryland has one high school diploma for all of its students – the requirements of which are established by the State Board. The identification of a pathway to graduation through the newly established Career and Technical Education (CTE) Committee that will be placed under the Governor’s Workforce Development Board may necessitate the development of a bifurcated system for the awarding of a high school diploma. Maryland’s one diploma has long been supported by *all* stakeholders as the best way to ensure *all* students have the access and opportunity for an equitable education.

Additionally, the post-College and Career Readiness (CCR) Standard pathway for CTE students as identified in the legislation may de-emphasize the academic rigor from CTE and could perpetuate inequitable learning environments for our students. In its present state, CTE programs of study provide the opportunity for students to earn college credit and associated degrees. Through intensive efforts, we have worked to intentionally dismantle the reputation that CTE programs involve a less rigorous graduation pathway.

In a 2019 study released by Georgetown University, it was demonstrated that those who obtain a bachelor’s degree or higher obtain quality jobs. This was particularly true for students of color. Creating

pathways that separate CTE from college preparatory program could further inequities. Career exploration and college preparation should not be developed in an either or fashion to ensure that all of Maryland’s students are prepared for the future.

Lastly, SB 1000/HB 1300 prevents students who are not deemed “gifted and talented” from enrolling in career and technical education pathways until the 11th grade. Allowing certain students to enroll in CTE pathways earlier than others will limit the number the number of CTE pathways available which again, will lead to inequitable learning environments for our students.

Development of Statewide Curriculum

SB 1000/HB 1300 requires the development of curriculum standards and resources for each subject area at every grade level. MSDE does not currently have the capacity to develop a statewide series of curricula, and would need a significant investment in personnel and resources to meet this responsibility. MSDE will have to establish an educator workgroup to develop the curriculum standards, provide training and professional development opportunities to local school systems and educators in individual schools. The schools that are required to adopt the standards as a result of a determination made by expert review teams, and integrate appropriate instructional scaffolds to support the needs of all learners will need additional supports from MSDE which are currently not available.

Juvenile Services Education Program

Juvenile Services Education System teachers are State employees paid through an Institutional Education Pay Plan (IEPP). While the MSDE supports raising teacher salaries to attract new teachers to the profession and incentivize existing teachers to stay in the profession, the increase in county teacher salaries proposed in SB 1000/HB 1300, absent a corresponding increase in the IEPP, is inequitable.

We appreciate the opportunity to submit the information provided here, and respectfully request that the appropriate committees consider this information as you deliberate **SB 1000 and HB 1300**. For further information, please contact Tiffany Clark, at 410-767-0090, or tiffany.clark1@maryland.gov.

SB1000_CarolineCounty_INFO_Levengood

Uploaded by: Levengood, Wilbur

Position: INFO



CAROLINE COUNTY
you belong here
CAROLINE COUNTY COMMISSIONERS OFFICE

**House Bill 1300 / Senate Bill 1000
Blueprint for Maryland's Future – Implementation**

February 17, 2020

Letter of Information from Caroline County Public Schools & Caroline County Commissioners

The County Commissioners of Caroline County and Caroline County Public Schools are writing jointly to provide the committees with information regarding impact of the Blueprint for Maryland's Future on Caroline County.

The goals established by the Commission on Innovation and Excellence in Education and codified in these bills represent a historic opportunity to improve the way instruction is delivered, our ability to attract, develop, and retain high quality teachers, and to ensure our students receive the support services necessary to help them thrive. The County Commissioners and the Caroline County Board of Education support the aims of this legislation and are committed working together to ensure we deliver on its goals.

However, we continue to be concerned about the level of local of funding the bill requires of the state's poorest jurisdictions. The Commissioners recognize the State will ask Caroline County to do more to invest in education. However, our low wealth limits our ability to raise the revenue that will be necessary to meet our local share without creating unintended consequences for our economy and the host of other important governmental services on which our students and their families rely.

Caroline County has the lowest per pupil wealth in the state. The Commissioners have already raised our income tax rate to the maximum and did that specifically to pay for school construction. As a result, we have nowhere to turn but property taxes. However, it would be very difficult to fund our local share only on property taxes. A cent on the property tax in Caroline County brings in only \$258,000. This is the second lowest amount in the state and far behind even our neighboring counties, such as Queen Anne's County where a penny on the property tax generates more than three times the revenue.

It is this inequity in wealth and the ability to raise revenue that has prevented counties like Caroline, Prince George's, and Baltimore City from being able to invest in our schools the way our wealthier sister counties have. This gap between wealthy and poor counties is precisely the reason why Maryland receives poor marks on equity. In states that are performing well on equity measures, the State government is the senior partner in education funding. We fear that unless the State takes on a larger share of funding for the poorest school systems, the opportunity that this legislation represents to address generational poverty will be missed. Improving equity must remain at the center of the legislature's consideration of this bill, and we do not believe that will be achieved by asking so much from those who can afford to pay the least.

We believe deeply in the power of public education to change the trajectory of not just individual lives, but whole communities. We are excited about the opportunity this legislation represents. However, we ask the committees to increase the State funding participation for the poorest counties.

MACC_INFO_SB1000_HB1300

Uploaded by: Sadusky, Dr. Bernard

Position: INFO



**Senate Budget and Taxation Committee
with Senate Education, Health, and Environmental Affairs Committee
House Appropriations Committee, and House Ways and Means Committee**

TESTIMONY

Submitted by

Dr. Bernard Sadusky, Executive Director

bsadusky@mdacc.org

February 17, 2020

SB 1000/HB 1300 – Blueprint for Maryland's Future - Implementation

POSITION: Informational Letter

The Maryland Association of Community Colleges (MACC) representing all of Maryland's 16 community colleges thanks the Chair for the opportunity to address information on SB 1000 / HB 1300 – Blueprint for Maryland's Future – Implementation.

RE: Dual Enrollment

As a result of the passage of the College and Career Readiness and College Completion Act of 2013 (CCRCCA), dual enrollment at the community college level increased 168%.

Participation in dual enrollment programs are defined by a Memorandum of Understanding (MOU) between their community college, their Local Education Agency (LEA) and State statute, which currently limits the LEA's fiscal responsibility for discounted payments to the community colleges to four courses. The proposed legislation removes this control, which may allow increased participation.

If dual enrollments were to dramatically increase, the current discounted tuition model could prove to be fiscally unsustainable for community colleges. MACC therefore offers the following amendments:

Page 157. 15-127 New (E) PUBLIC INSTITUTIONS OF HIGHER EDUCATION MAY REVISIT CURRENT AGREEMENTS REGARDING DISCOUNTED TUITION RATES ON A BIENNIAL BASIS.

Page 131. 7-205.1 (I)(II) MSDE WILL DEVELOP A PROTOCOL TO TRACK STUDENTS AND STATE FUNDING IN THE COLLEGE AND CAREER PATHWAYS OUTLINED IN THIS LEGISLATION AND SHALL SUBMIT THIS DATA ANNUALLY TO THE ACCOUNTABILITY AND IMPLEMENTATION BOARD.

The bill's definition of a dually enrolled student includes all secondary school students which includes private school students. The bill stipulates that higher education institutions may not charge tuition for dually enrolled students. There is a provision for public schools to pay the established tuition (75 % or less) as stipulated under an existing agreement. However, there is no provision for recovery of tuition for dually enrolled students attending private schools.

We suggest:

Page 156. 15-127 (B) A public institution of higher education may not charge tuition to a **PUBLIC SECONDARY SCHOOL** dually enrolled student.

The list of degree options for students entering the dually enrolled student program is limiting as community colleges offer Associate of Science in Engineering, Associate of Arts in Teaching, Associate of Arts in Science, Associate of Fine Arts in addition to the two listed. We suggest the following amendment that encompasses all degree options for maximum flexibility for students

Page 136. 7-205.1 (E) (4) (II) 1. AN ASSOCIATE DEGREE ~~IN ART OR SCIENCE~~; OR

RE: Career and Technical Education (CTE)

Community colleges career and technical programs are extremely complex, reflecting both credit and non-credit programs. Many of these programs must meet Middle States accreditation standards. To ensure that the community college representative on the CTE committee has the educational and technical background we suggest the following:

Page 164. 21-207 6 (IV) delete "Community Colleges"

Page 163. ADD 21-207 (D) (5) THE EXECUTIVE DIRECTOR OF THE MARYLAND ASSOCIATION OF COMMUNITY COLLEGES, OR HIS DESIGNEE.

~~(5)~~(6) THE CHAIR OF THE SKILLS STANDARDS ADVISORY COMMITTEE, ESTABLISHED UNDER § 21–208 OF THIS SUBTITLE; AND

~~(6)~~(7) THE FOLLOWING MEMBERS, JOINTLY SELECTED BY THE GOVERNOR, THE PRESIDENT OF THE SENATE, AND THE SPEAKER OF THE HOUSE OF DELEGATES, WHO REPRESENT:

RE: Career and College Readiness (CCR) Setting

The proposed legislation defines CCR readiness as preparedness for credit-bearing coursework at the community college level. The proposed legislation defines readiness by a student performance level on the Partnership for Assessment for Readiness and College and Careers (PARCC) or successor assessment supported by an empirical student.

Because this is a community college standard, we suggest adding the following:

Page 131. 7-205.1. (B)(2) **THE STATE BOARD SHALL COORDINATE AND CONSULT WITH THE MARYLAND HIGHER EDUCATION COMMISSION, THE GOVERNOR’S WORKFORCE DEVELOPMENT BOARD, THE MARYLAND ASSOCIATION OF COMMUNITY COLLEGES, AND THE ACCOUNTABILITY AND IMPLEMENTATION BOARD IN PERFORMING ITS DUTIES UNDER THIS SECTION.**

RE: Teacher Preparation Programs

MACC is supportive of the legislative proposals for teacher preparation programs. Community colleges have always been an entry point for students entering teaching careers. This legislation will require all of Maryland’s higher education institutions to revisit the statewide AAT agreement (Associate of Arts in Teaching) to make certain that teachers will be able to transfer seamlessly, and without loss of credit due to increased credit loads and practicum requirements.

SB1000_MACo_Info_Sanderson

Uploaded by: SANDERSON, MICHAEL

Position: INFO



House Bill 1300 / Senate Bill 1000

Blueprint for Maryland's Future - Implementation

MACo POLICY POSITION
Letter of Information

To: Appropriations; Ways and Means;
Education, Health, and Environmental Affairs;
and Budget and Taxation Committees

Date: February 17, 2020

From: Michael Sanderson

World Class Schools – A State Priority, Should Rely on State Funding

The State of Maryland should live up to its constitutional obligation, stand behind its own ambitious recommendations, and provide State resources to implement the full costs of the Kirwan Blueprint plan.

The goals of the Kirwan Commission on Innovation and Excellence in Education are ambitious and laudable, and chart an important course forward for Maryland's commitment to its public school students. Counties, too, want world class schools and educational opportunities for all Maryland's schoolchildren. 2020 legislation to support and fund those recommendations will require a herculean fiscal effort.

The Maryland Constitution's requirement of "thorough and efficient" public schools properly places this duty onto the State – the most prominent such obligation on State policymakers. The far-reaching Kirwan plan is a continuation of this State requirement.

Reliance on local funds for half, or more, of education funding merely promotes and extends the resource gaps that still plague Maryland's schools – even decades after the Thornton Commission and subsequent legislation. In the Kirwan Commission's own research into "Fair Funding," the highest scoring state for equitable funding commits a much higher share of State funding than Maryland to achieve those goals.

Taking into account current county funding commitments that have exceeded state standards, a generational plan that further increases reliance on mandated county-level funding can never accomplish the most desirable and equitable outcomes.

Centralize this new school funding, to bring world class schools statewide, fairly.

SBOE_INFO_SB1000

Uploaded by: Sumpter, Warner

Position: INFO



Maryland State Board of Education

200 WEST BALTIMORE ST. / BALTIMORE, MD 21201-2595 / (410) 767-0467

February 17, 2020

The Honorable Paul G. Pinsky
Senate Ed., Health, and Env. Affairs Committee
2 West, Miller Senate Office Building
Annapolis, MD 21401

The Honorable Anne R. Kaiser
House Committee on Ways and Means
131 House Office Building
Annapolis, MD 21401

The Honorable Guy Guzzone
Senate Budget and Taxation Committee
3 West, Miller Senate Office Building
Annapolis, MD 21401

The Honorable Maggie McIntosh
House Appropriations Committee
121 House Office Building
Annapolis, MD 21401

Re: Senate Bill 1000/House Bill 1300 – The Blueprint for Maryland’s Future – Implementation

Dear Chairs Pinsky, Kaiser, Guzzone, and McIntosh:

The Maryland State Board of Education (State Board) offers the following information regarding Senate Bill 1000 and House Bill 1300, *Blueprint for Maryland’s Future – Implementation*.

The State Board remains enthusiastic about the prospect of bringing to life a number of the Commission on Innovation and Excellence in Education (Kirwan Commission) recommendations identified in this legislation, and we are appreciative of the General Assembly’s commitment to providing a world-class education to all of Maryland’s students. In addition, the State Board has supported additional accountability measures and transparency at all levels of government to ensure that the most critical aspects of these recommendations are implemented with fidelity.

The State Board has significant concerns with SB 1000/HB 1300, most specifically with the proposed creation of the Accountability and Implementation Board. The State Board maintains, as it has throughout the development of the recommendations outlined in SB 1000/HB 1300, that the existing structures of State government are the best mechanisms to provide the necessary governance and accountability sought by all stakeholders involved. Under the oversight of the State Board, the Maryland Department of Education (MSDE) has the structure, expertise, and experience in place to carry out the responsibilities and charges outlined in this legislation. We have consistently urged the Kirwan Commission and the General Assembly to resist the development of a new structure of government that does not include a clear delineation of authority. The State Board should be the accountability body to oversee the implementation of the Blueprint for Maryland’s Future.

The role of the State Board beyond enactment of the SB 1000/HB 1300 requirements is unclear as a number of the responsibilities assigned to the newly-formed Implementation Board would seemingly duplicate or usurp the standing authority of the State Board as the accountability body for education policy in the State.

As laid out in SB 1000/HB 1300, the Accountability and Implementation Board and the State Board would simultaneously serve as accountability bodies for the Maryland State Department of Education (MSDE), local school systems, and other educational providers. As the education policy developers in the State, the State Board is vested with the appropriate authority to carry out the accountability measures established in SB 1000/HB 1300. Without additional clarity, significant confusion and uncertainty will ensue for all involved stakeholders at every level of government, local school systems, parents and community members.

Additionally, while the language in SB 1000/HB 1300 authorizes the Accountability and Implementation Board to hire an Executive Director and any staff necessary to carry out its duties, the timing and development of this new structure creates significant concerns for effective and efficient application of the substantial responsibilities identified for this new body. As large and consequential portions of the bill begin to take effect, MSDE and the State Board already have the structures in place to address them.

Lastly, the State Board is concerned that the Accountability and Implementation Board does not have an entity to which it is accountable. There are over 22 pages detailing accountability measures for state agencies and local governments, however, there is no mention of any accountability measures for the Accountability and Implementation Board. This is particularly concerning when the Accountability and Implementation Board is given a significant amount of leeway in its operation, including being exempt from a large portion of the State Finance and Procurement Article as well as the State Personnel and Pensions Article.

The State Board of Education urges the committees to consider the amendments below.

Amendments:

The Maryland State Board of Education asks that the Accountability and Implementation Board be stricken from SB 1000/HB1300, and in each instance where the Accountability and Implementation Board is instructed to complete an action or given certain authority, the Maryland State Board of Education be substituted.

For additional information or questions, please contact Tiffany Clark at 410-767-0090 or tiffany.clark1@maryland.gov.

Sincerely,



Brigadier General Warner I Sumpter (Ret.)
President, Maryland State Board of Education

cc: Karen B. Salmon, Ph.D., State Superintendent of Schools
Tiffany Johnson Clark

SB1000_Rural Counties Coalition_INFO_Wilson

Uploaded by: Wilson, Jack

Position: INFO



House Bill 1300 / Senate Bill 1000
Blueprint for Maryland's Future – Implementation

February 17, 2020

Letter of Information

World Class Schools – A State Priority, Should Rely on State Funding

The Rural Counties Coalition, a chapter organization of the Maryland Association of Counties wishes to emphasize our support for the Letter of Information provided by MACo.

The State of Maryland should live up to its constitutional obligation, stand behind its own ambitious recommendations, and provide State resources to implement the full costs of the Kirwan Blueprint plan.

The goals of the Kirwan Commission on Innovation and Excellence in Education are ambitious and laudable and chart an important course forward for Maryland's commitment to its public school students. Counties, too, want world class schools and educational opportunities for all Maryland's schoolchildren. 2020 legislation to support and fund those recommendations will require a herculean fiscal effort.

The Maryland Constitution's requirement of "thorough and efficient" public schools properly places this duty onto the State – the most prominent such obligation on State policymakers. The far-reaching Kirwan plan is a continuation of this State requirement.

Reliance on local funds for half, or more, of education funding merely promotes and extends the resource gaps that still plague Maryland's schools – even decades after the Thornton Commission and subsequent legislation. In the Kirwan Commission's own research into "Fair Funding," the highest scoring state for equitable funding commits a much higher share of State funding than Maryland to achieve those goals.

The proposal from the Kirwan Commission propose a split of these new costs, with expected annual county costs escalating by more than \$1.2 billion – that is layered on top of current trends that already reflect multiple jurisdictions increasing taxes to support education. In nominal terms, the counties are compelled to increase an additional \$1.3 billion under the MOE law, for a total increase from \$6.5 billion to nearly \$9 billion by the final phase-in year. This continued reliance on local funds – fraught with dramatic and troubling differences in local ability to raise revenues – frustrates the Commission own goals of promoting equity and uniform opportunity.

Taking into account current county funding commitments that have exceeded state standards, a generational plan that further increases reliance on mandated county-level funding can never accomplish the most desirable and equitable outcomes.

Centralize this new school funding, to bring world class schools statewide, fairly.

MARYLAND RURAL COUNTIES COALITION

ALLEGANY | CALVERT | CAROLINE | CARROLL | CECIL | DORCHESTER | GARRETT | KENT
QUEEN ANNE'S | SOMERSET | ST. MARY'S | TALBOT | WASHINGTON | WICOMICO | WORCESTER